Commonwealth of Pennsylvania
Department of Education
Cyber Charter School Application
for
Commonwealth Education Connections
Cyber Charter School
2017

COMMONWEALTH EDUCATION CONNECTIONS, INC.
"ACCOUNTABILITY, INNOVATION AND EXCELLENCE"

Submitted: September 27, 2017
By: CEC Application and Design Department
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This application fact sheet is intended to be a "finger-tip" summary of your application. The information furnished below must be an accurate representation of the application and must correspond to the information provided in the body of the application.

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

Proposed Cyber Charter School Administrative Location (Address, City/Town and Zip Code)
6649 Tulip Street Philadelphia, PA 19135
   County: Philadelphia
   Intermediate Unit: Philadelphia IU 26
   Proposed Start Date: August 27, 2018
   Federal Employer Identification Number: 47-3483829

Current Administrative Office: 3658 N. Marvine Street Philadelphia, Pa 19140
Contact Person:
   First: Johnny or Rachel
   Last: Patterson or Volkens
   Organization: Commonwealth Education Connections, Inc.
   City: Philadelphia
   State: Pennsylvania
   Zip Code: 19140
   Telephone: 267-973-9770
   Fax Number: 215-535-7066
   E-mail: info@ceeschools.org

<table>
<thead>
<tr>
<th>Founding Coalition: Indicate Number of Representatives per Group</th>
<th>Grade and Age Ranges</th>
<th>Projected Student Enrollment Year 1-5</th>
</tr>
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<tbody>
<tr>
<td>Parents: 2</td>
<td>Elementary: 5 to 13</td>
<td>1st Year: 500</td>
</tr>
<tr>
<td>Teachers: 2</td>
<td>Secondary: 14 to 18</td>
<td>2nd Year: 1000</td>
</tr>
<tr>
<td>Business Partners: 3</td>
<td>Age of Kindergarten: 4</td>
<td>3rd Year: 1100</td>
</tr>
<tr>
<td>Community Based Orgs: 4</td>
<td>Age of Beginners: 4</td>
<td>4th Year: 1200</td>
</tr>
<tr>
<td>Higher Education: 0</td>
<td>We Will Serve Grades: K-12</td>
<td>Total Number of Teachers: 21</td>
</tr>
<tr>
<td>Other Group (Identify) Charter School Organization</td>
<td>Kindergarten: Full Day?</td>
<td></td>
</tr>
</tbody>
</table>

Does the cyber charter applicant have an existing retirement system?  NO

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

School Focus: Describe, in brief terms and on an additional page, the proposed cyber charter school’s mission, educational focus, and other essential characteristics.
Mission
The Mission of Commonwealth Education Connections, Inc. (CEC) is to provide each and every student that attends our school, a first class quality education that puts them on the road to academic success, achievement and citizenship. CEC plans to achieve this through a rigorous and challenging curriculum and school culture that evokes scholarships, creativity and the highest standards. All alumnae of CEC will exit our school with a renewed sense of passion, purpose and confidence in their own efficacy. Our program will be a safe place for innovative instructional practices that guides students and staff on the course to close the achievement gap where it persist and present new personal growth.

Vision
The founder of Commonwealth Education Connections (CEC) seeks to establish a quality education option for students currently underserved in Pennsylvania and their families. This new and unique education option will provide students with an academic environment that leads to swift core-skill development and constructive enduring values. The CEC community including students, staff and parents will work together melodiously to create a culture in which all constituents enthusiastically strive for academic excellence and achievement. Students who graduate from our school will have the knowledge, skills, and moral fiber to succeed on the path to college and beyond.

Academic Program
Our approach for increased student achievement and participation:

Exceptional Educational Program
CEC is uniquely positioned to increase the academic achievement and secondary education preparedness of Pennsylvania's students.

CEC's educational program:
• Provides the Fundamental Elements of rigorous instruction, training in virtue, and access to enrichment that will equip students in all grades with the tools necessary to excel in competitive high schools, colleges and specialized career choices all while using a digital and cyber format;
• Integrates a Compilation of Best Practices from some of the highest performing charter schools in the nation; and
• Utilizes Frequent Assessments that most effectively inform data driven decisions and best support a focused and purposeful academic curriculum aligned to state and national standards.

Educational Philosophy
The educational philosophy of CEC is modeled after the nationally recognized, tested, and proven traditional and non-traditional educational best practices and programs. CEC aims to serve underserved students in low income neighborhoods and towns and place them on the successful path to high school and college.

Academic Innovation
CEC combines proven academic and organizational characteristics from exemplary local and national charter schools to create a unique and innovative model designed to improve student achievement for Pennsylvania's school students.
CEC will provide an innovative academic design to Pennsylvania's students.

- More time in the school day and school year, dedicating extended instructional time in the core subjects and extended academic supports every day.
- Utilize CEC's Key to Success
- Focused advisory system, instilling culture and character in middle school and progressing to high school readiness and placement in high school.
- Purposeful enrichment program, exposing students to experiences that prepare them to be successful in college and to have a positive impact in their community.

**Executive Innovation**

CEC's design consists of a unique structure that supports its mission to equip students in all to excel in competitive middle school, secondary schools, colleges and specialized career choices. The organizational innovation of CEC is rooted in three main ideas. CEC will:

- Model itself after successful Chicago Virtual Charter School, Virtual Learning Academy Charter School, California Virtual Academy Charter School, Colorado Virtual Academy and Texas Connections Academy schools in the national network of high performing cyber charter schools.
- Implement a unique vertical teaming process.
- Develop leaders internally to maintain the organization's success over time.

CEC is poised to fill a serious need for a 1 through 5th grade alternative in Pennsylvania and expanding to beyond 1st through 5th grade to a full service K-12 school. Data shows that elementary and middle schools here serve a population where over eighty seven percent of students qualify for free and reduced priced lunch and test scores are well below the states average. The 2010 Census shows that within a one-mile radius of the proposed school site, only 9.8% of the population residing in this community aged 25 and over have received a Bachelor's degree or higher.

CEC is proposed by a broad and diverse range of community professionals, and is supported through a wide base of community support, demonstrating the clear need and desire of the community for an educational alternative. We have secured over 400 registration applications from parents, and letters of support from local business owners, parents and community stakeholders to name a few. We have secured partnerships and additional support from many organizations that believes in CEC's mission and premise to serve underprivileged youth and have a vested interest in Pennsylvania (Teach For America, Students First, PBI Communications Group, The Hip-Hop Education Entertainment and Activism Tour Foundation and the Commission on Urban Leadership). CEC's innovative school design and broad community support will allow us to dramatically increase the academic achievement and graduation rates for all students in the Commonwealth and open the doors to college for them.
I. SCHOOL DESIGN

1. Mission Statement:

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

   The Mission of Commonwealth Education Connections Cyber Charter School, Inc. (COMMONWEALTH EDUCATION CONNECTIONS CYBER) is to provide each and every student that attends our schools, a first class and quality education that puts them on the road to academic success, achievement, and citizenship. CEC plans to achieve this through a rigorous and challenging curriculum and school culture that evokes scholarships, creativity and the highest academic standards. All alumnae of CEC will exit our schools with a renewed sense of passion, purpose, and confidence in their own efficacy. Our program will be a safe place for innovative instructional practices that guides students and staff on the course to close the achievement gap where it persist and present new personal growth. Our commitment to students and families is that their children will enter high school and college able to succeed academically due to their literacy, numeracy, and core knowledge in science and social studies. We also promise that our students will develop the zest for learning and grit necessary to persevere as they climb the mountain to and ultimately through college. These students will be able to return to their community as citizens, teachers, leaders, and architects of continued growth.

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

   As the numbers of low income students and minority students grow in our State, and more science and technology jobs are contracted out to other States and other countries, it is becoming increasingly important that everyone is provided an opportunity to learn a higher level of science technology and international affairs and other important academic skills. Opportunities, like the high tech Microsoft School of the Future in the School District of Philadelphia are only available to some students. However, this school will be limited in scope, and will be limited to very few students of high school age. We contend that a cyber school, with web-based learning focused on
intense hands-on science, technological skills and foreign language attainment is needed to provide the full advantage of fast-developing new research and learning technologies for all children especially minority children. It will be advantageous if this begins in the first years of elementary school.

B. What is your overarching vision of the school?

The founder of Commonwealth Education Connections (CEC) seeks to establish a quality education option for students currently underserved in Baltimore and their families. This new and unique education option will provide students with an academic environment that leads to swift core-skill development and constructive enduring values. The CEC community including students, staff and parents will work together melodiously to create a culture in which all constituents enthusiastically strive for academic excellence and achievement. Students who graduate from our school will have the knowledge, skills, and moral fiber to succeed on the path to college and beyond.

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

In order to satisfy these demands and challenges, the administrators of the COMMONWEALTH EDUCATION CONNECTIONS CYBER have developed a curriculum to provide an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills and to develop proficiency in the design and use of new computer technologies and scientific research. Furthermore, we have planned delivery of this education through a combination of computer-supported instruction in the home, meetings, and video-conferencing with a certified teacher. Moreover, we have provided a specially-tailored research-based curriculum, access to a community of experts in science and technology to ensure that our students will be fully prepared to be leaders in the digital age. In addition, we have planned for parent training and involvement in the education of their children.

How Commonwealth Education Connections Is Different / A Model for Others

The mission of the Commonwealth Education Connections Cyber Charter School (COMMONWEALTH EDUCATION CONNECTIONS CYBER) is to provide innovative,
intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills and to develop proficiency in the design and use of new computer technologies and scientific research. Commonwealth Education Connections will, ultimately, be represented by the kinds of students that it graduates and sends into the world. Commonwealth Education Connections students will be knowledgeable, make a difference in the community, be world and “world-class” citizens, leaders in science and technology, and be part of an educated community that includes their family, local communities, and partnerships abroad. Commonwealth Education Connections students will be ready for the world. From the beginning, students and additionally their parents will be given intensive and extensive training. Parents will be taught techniques and strategies to help their child academically, socially, and in community service projects. Research shows that students do better academically when their parent or guardian is involved with their education. Through training workshops and online programs, Commonwealth Education Connections will expect parents to not only collaborate with their child’s learning community, but engage in training that will benefit their student.

A standards-driven, content-rich curriculum that is research-based will enable students at Commonwealth Education Connections to be knowledgeable. Aligned with the Pennsylvania State Standards, Commonwealth Education Connection’s curriculum will be highly interactive as well as challenging. Learning is an active process and Commonwealth Education Connections intends to actively involve the student in their education through the use of various modes of interaction including synchronous communication, such as video conferencing, phone calls, and chat and asynchronous modalities, such as email and facsimiles. Multi-sensory activities and experiences will empower every kind of learner to become proficient in the academic areas expected by the state of Pennsylvania.

Commonwealth Education Connections students will be local and world leaders in science, technology and foreign languages and global affairs. Advanced placement courses for high school students, hands-on experiments, and individual and group field trips will give Commonwealth Education Connections students the background and content needed to expand higher-order thinking skills. Beginning in sixth grade, students will learn skills that are needed in various types of workplaces. This preparation is designed to expose students early to various career options and skills needed after their graduation. Opportunities, such as learning about networking and web design, will allow Commonwealth Education Connections students to begin using skills that are needed in a technological world. Through computer preparation courses, Commonwealth Education Connections students in middle and high school will have the edge against other learners because of the numerous courses offered at their cyber school.

Commonwealth Education Connections students will make a difference in their community and be world and “world class” citizens. Required community service projects and character education beginning in kindergarten will establish a new, but needed interest in the world around students. A global interest begins at home and Commonwealth Education Connections students will begin their responsibility as soon as they enter school. Foreign language starting in kindergarten will help Commonwealth Education Connections students to respect other cultures, embrace diversity, and learn another language enabling them to become prepared for future endeavors. Students will communicate with other people locally and abroad using technology to collaborate in various scientific, technological, and cultural projects through organizations such
as the Global SchoolNet Foundation and Friendship through Education and the United Nations Foundation. Creating a community that celebrates each Commonwealth Education Connections student’s talents and ability to contribute will help to instill a sense of worth and purpose, respect for others, possible life-long connections, and a realization that each person is important and needs to contribute to our world. This continuous character education will develop responsible and capable citizens that apply their learning beyond school. To compete in the new global economy, students must be prepared in numerous ways and Commonwealth Education Connections students will lead the way.

Commonwealth Education Connections students will be ready for the world and will be a model for others. Students and their families will work with highly qualified teachers and staff members, develop close relationships with their learning communities, and will have access to a content-rich, standards-driven curriculum. The high expectations of the instructors and members of the Commonwealth Education Connections staff will challenge, guide, and mentor students through a rigorous, research-based program leading the way to academic excellence. Teams of professionals and teachers will focus their attention on Commonwealth Education Connection’s desired results and use proven research and methodologies to create an environment that promotes active learning, the use of critical thinking skills, and collaboration. These instructional teams will be a model for other schools showing that teamwork and the continuous collaboration of educators, parents and family members, and community partnerships develop the student academically, emotionally, and socially. Sustained community support from members pledging their volunteer services, businesses developing relationships, and other schools, universities, and institutions working together will increase the possibilities for Commonwealth Education Connections students. Ongoing student assessment will also help leaders and educators to make data-driven decisions and provide direction for future pursuits along with the connections the teams will have made. Extensive professional development in special education and best practices provided by Commonwealth Education Connections will enable instructional teams to develop plans for optimal achievement with its special needs students. Through the intensive parent training programs, opportunities for experiential and hands-on learning, and local, national, and world-wide collaborations, Commonwealth Education Connections will expand the educational paradigm to include a more global, responsible, and educated student and community. The dissemination of this information and models used by the Commonwealth Education Connections Cyber Charter School will, ultimately, help other schools make a difference in every child so that there will be no compromise between the child’s needs and the child’s ability to succeed.

2. Measurable Goals and Objectives:
   A. What are the school’s measurable academic goals and objectives to promote student learning?

The school will adhere to all current requirements of the federal No Child Left Behind Legislation, and will collect all information necessary to provide accurate results with regard to student progress in aggregated and disaggregated form. Commonwealth Education Connections Cyber’s measurable goals and objectives are provided below.
<table>
<thead>
<tr>
<th>GOALS</th>
<th>SAMPLE OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td><strong>ACADEMIC GOALS</strong></td>
<td></td>
</tr>
<tr>
<td>Goal 1. Students will demonstrate proficiency in Mathematics.</td>
<td>Students will become proficient in selecting and using an appropriate strategy to solve systems of equations and inequalities using graphing calculators, symbol manipulators, spreadsheets and other software.</td>
</tr>
<tr>
<td>Goal 2. Students will achieve proficiency in Reading and Listening.</td>
<td>Students will distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda where present.</td>
</tr>
<tr>
<td>Goal 3. Students will achieve proficiency in Written and Oral Communication.</td>
<td>Students will communicate their ideas and emotions orally and in writing using the appropriate informative, narrative, and persuasive forms.</td>
</tr>
<tr>
<td>Goal 4. Students will achieve proficiency in a Foreign Language.</td>
<td>Students will demonstrate skills in utilizing teleconferencing to communicate in the target language with students in other countries.</td>
</tr>
<tr>
<td>Goal 5. Students will achieve proficiency in Social Studies.</td>
<td>Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.</td>
</tr>
<tr>
<td>Goal 6. Students will achieve proficiency in Science.</td>
<td>Students will engage in the design and investigation of the principles at work in their physical environment so that they can analyze concepts used to describe natural phenomena, such as Boyle's Law.</td>
</tr>
<tr>
<td>Goal 7. Students will achieve competency in Visual and Performing Arts.</td>
<td>Students will identify the principles of light and darkness at work in visual arts.</td>
</tr>
<tr>
<td>Goal 8. Students will achieve competency in using Technology.</td>
<td>Students will achieve at a minimum one certification in using computers for workplace-related skills and network development through a program such as Microsoft or Cisco.</td>
</tr>
<tr>
<td>Goal 9. Students will demonstrate high levels of Media Literacy.</td>
<td>Students will analyze the arguments made in various media.</td>
</tr>
<tr>
<td>Goal 10. Students will demonstrate critical and higher order thinking skills.</td>
<td>Students will identify and evaluate the validity of alternative positions that arise both in the context of the curriculum and in their interactions with others.</td>
</tr>
<tr>
<td>Goal 11. Students will demonstrate skills associated with self-directed learning.</td>
<td>Students will demonstrate questioning, inquiry and research skills by analyzing and using technological design process to solve problems.</td>
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</tbody>
</table>
B. What are the schools measurable non-academic goals and objectives to promote student performance?

**NON-ACADEMIC GOALS**

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

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

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

**Curriculum Overview**

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

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

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

PEARSON ONLINE BLENDED LEARNING’S team has leveraged the Core Knowledge sequence to build a proprietary phonics program with the help of Louisa Moats, a leading scholar in the field of early reading and a project director at the national Institute of Child Health and Human Development; a math program reinforced by Sadlier-Oxford’s Progress in Mathematics; and an engaging, hands-on proprietary science program based on Core Knowledge and the American Association for the Advancement of Science’s Project 2061 Benchmarks. In History, the team has again leveraged the Core Knowledge Sequence to build a proprietary program that emphasizes the “story” of history, what it means to be a good and responsible citizen, historical analysis skills, and spatial sense as they work with maps, globes, and other geographic tools.

Commonwealth Education Connections Cyber School will utilize the flexibility and individualization of the web-based PEARSON CONNEXUS BLENDED LEARNING curriculum. The school has set the standard for mastery in all core subjects at 80%. In the event a student scores below the 80% mark on a given assessment, Commonwealth Education Connections Cyber will use a learning lab in each hub staffed with paraprofessionals and volunteers to provide students with individual support.

Our initial academic objective is to provide a complete education foundation based on proven methods of instruction and rich challenging content. Our school will require mastery of both knowledge and skills. The administration of Commonwealth Education Connections Cyber School understands that the students of Pennsylvania need learning experiences that exceed the acquisition of high school diplomas. Consequently, students will have many opportunities to acquire the academic, technological, and career skills necessary to achieve success in college and post-high school careers. These goals will be achieved through the school’s vigorous and innovative curriculum delivered by highly qualified instructors and supported by knowledgeable parents.
Curriculum Content (Overview)

The PEARSON CONNEXUS BLENDED LEARNING curriculum that Commonwealth Education Connections Cyber intends to use is a comprehensive program that includes:

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

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

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

Science: PEARSON CONNEXUS BLENDED LEARNING science program (which has been reviewed by a Nobel laureate) balances hands-on investigation and experimentation with a systematic approach to key scientific concepts. Based upon a classroom-tested program, our science curriculum integrates Physical Science, Life Sciences, Earth Sciences, and Investigations and Experimentation each year. Students are introduced to critical and creative thinking through the lens of the scientific method.

Art: The art program offers enriching lessons that focus on doing, looking, and knowing. Doing: Students draw, paint, glue, build, mold with clay, and more to develop artistic technique (and fine motor skills). They also create artwork for the sheer joy of it. Looking: Students spend time learning to look at and talk about works of art. Students learn to recognize artistic techniques and elements of design, express informed opinions about specific pieces, and develop an appreciation for great works of art. Knowing: Students are introduced to the biographies and styles of great artists as well as their place within the history of art. Students will learn how to express their own feelings, how to interpret the expressions of others, and how the arts have been developed in various cultures throughout history.

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

World Language: (Separate from PEARSON CONNEXUS BLENDED LEARNING our LANGUAGE PROGRAM will be supported by ROSETTA STONE )
COMMONWEALTH EDUCATION CONNECTIONS CYBER believe that students should be prepared for the rapid communications and workplace changes brought about by rapidly changing demographics and political decisions such as NAFTA, Global Warming and the Keystone Pipeline. Our graduates will seek higher education and employment opportunities where their use of a second language will be advantageous. All students will have opportunities to study a second language beginning in Kindergarten. They will study Spanish, the second most frequently spoken language in the Nation as a requirement. The learning of languages will be supported by the use of computer technologies, which will assist with hearing and producing accurate speech, provide insight into vocabulary and grammar, and allow opportunities for communication with speakers of other languages in other countries. The world languages program will require students to:

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

Health & Nutrition Education: A flexible health education program (separate from PEARSON ONLINE BLENDED LEARNING’S) is designed to ensure that our students develop the coordination, motor skills, and overall fitness necessary to lead healthy and active lives. As well as knowledge of their bodies. Included in this knowledge are the benefits and detriments of lifestyle choices.

Methods of Instruction: A Technologically-Infused Learning Experience

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

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

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

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

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

**Measuring Student Outcomes**

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

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

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

In addition, the Commonwealth Education Connections Cyber students will take the state standardized test.

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

Commonwealth Education Connections Cyber has a rigorous assessment system that measures student achievement in a number of different ways. In addition to the Pennsylvania System of State Assessment (PSSA), a standards-based test, and TerraNova, a norm-referenced test, the school will use technology in conjunction with traditional assessment techniques to assess student achievement. No student will be allowed to “slip through the cracks” as a result of this intensive student evaluation.
In all subject areas, student achievement will be assessed through curriculum-embedded lesson assessments, weekly unit assessments, and semester exams.

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

**Pennsylvania System of School Assessment (PSSA)**

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

**Placement Assessments**

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

**Lesson Assessments**

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

**Unit and Semester Assessments**

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

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

**Surveys**

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

**Supporting Low Performing/At Risk Students**

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

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

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

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

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

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

**Supplementing the Curriculum**

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

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

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

**Character Education**

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

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

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

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

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1. Definition provided by the Character Education Partnership. www.character.org.
Frequent, public, and consistent commendation of student success relates directly to self-esteem which fosters students' belief in their own self-worth. Building a healthy sense and realistic knowledge of self are continuously emphasized throughout the curriculum. This will be stressed in all subject areas in many ways, especially as part of an intentional study of career options beginning with acquiring skills for setting goals and self-management of time and behavior to achieve them. The curriculum will emphasize developing character and positive self-concept; acquiring the discipline of work, increasing knowledge about various computer-technology related occupations and the skills and competencies necessary to obtain and to retain those positions. The Commonwealth Education Connections Cyber program will also aim to help students identify with the concept of work as a valued institution, to acquire a sense of independence, and form initial career plans.

Counseling Opportunities:

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

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

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

**Sample Daily Schedule**

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

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-8:45</td>
<td>Community Time</td>
<td>Community Time</td>
<td>Community Time</td>
<td>Community Time</td>
<td>Community Time</td>
</tr>
<tr>
<td>8:50-11:30</td>
<td>Morning Educational Learning Block Subjects include: Mathematics, English Language Arts, Social Studies (with 20 minute staggered break time)</td>
<td>Morning Educational Learning Block Subjects include: Mathematics, English Language Arts, Social Studies (with 20 minute staggered break time)</td>
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<td>Morning Educational Learning Block Subjects include: Mathematics, English Language Arts, Social Studies (with 20 minute staggered break time)</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>3:45-6:00</td>
<td>Tutorial Program</td>
<td>Tutorial Program</td>
<td>Tutorial Program</td>
<td>Tutorial Program</td>
<td>Tutorial Program</td>
</tr>
</tbody>
</table>

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A separate, extended class time is provided in the schedule to offer students opportunities to pursue self-directed projects. Please see the attached Appendix Curriculum.

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

Commonwealth Education Connections Cyber welcomes the opportunity to serve students with disabilities. The founders believe strongly that all people have strengths and weaknesses that must be recognized and accommodated in order to reach their full potential as a contributing member of society. All students in the school will have an Individual Learning Plan (ILP) that will help chart their course for learning and development in social, physical, and academic areas. Students who are identified by the student’s district of residence Committee on Special Education (CSE) as disabled and requiring an Individualized Educational Plan (IEP) will have their IEP substitute for their ILP. All students with IEPs will be credited for success in the academic, extracurricular and social programs, for providing community services and will be eligible to participate in the same activities as regular education students as much as is appropriate. Most students with disabilities are expected to be learning primarily in the mainstream with their fellow classmates. They will be encouraged to participate and to contribute in all activities, including all academic, social, and recreational events initiated by the school.

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

- Mobility training
- Notifications
- Evaluations
- Psychological and counseling services
- Assistive technology devices
- Speech and language services
- Occupational therapy
- Interpreters for deaf or hard of hearing.

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

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

All special education teachers working in the school will be certified by the State of
Pennsylvania. All special education teachers will be supervised by a lead special education
teacher who will also be certified in special education, and will have experience serving as a
mentor or special education supervisor.

The Commonwealth Education Connections Cyber Charter School is required by the IDEA '97
to provide a free appropriate public education to school age children with disabilities who need
special education and related services. School age children with disabilities who need special
education and related services are identified as eligible for special education if they need
specially designed instruction and have one or more of the following physical or mental
disabilities:

- Autism/pervasive developmental disorder
- Emotional disturbance
- Neurological impairment
- Deafness/hearing impairment
- Specific learning disability
- Intellectual Disability
- Multihandicap
- Other health impairment
- Physical disability
- Speech and language impairment
- Blind/visual impairment

**Screening**

Each educational agency will establish and implement procedures to locate, identify, and
evaluate school age students suspected of being eligible for special education. These procedures
include screening activities which include but are not limited to: review of group based data
(cumulative records, enrollment records, health records, and report cards); hearing screening (at
a minimum of kindergarten, first, second, and third grades); vision screening (every grade level);
motor screening; and speech; and speech and language screening.

Except as indicated above or otherwise announced publicly, screening activities take place in an
ongoing fashion throughout the school year. If parents need additional information about the
purpose, time and location of screening activities, they should call or write to the Special
Education Contact for the Commonwealth Education Connections Cyber Charter School:
Evalution

When screening indicates that a student may be eligible for special education, the Commonwealth Education Connections Cyber Charter School will seek parental consent to conduct an evaluation. “Evaluation” means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term procedures used selectively with an individual child and does not mean basic tests administered to or procedures used with all children.

This evaluation is called multidisciplinary evaluation (MDE). It will be conducted by a multidisciplinary team (MDT) which includes a teacher, other qualified professionals who work with the child, and the parents. The MDE process will be conducted in accordance with specific timelines and must include protection in evaluation procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased.

The MDE process will result in a written evaluation report called a Evaluation Report (ER). This report makes recommendations about a student’s eligibility for special education based on the presence of a disability and the need for specially designed instruction. Once parental consent for evaluation is obtained, Commonwealth Education Connections will have timelines and procedures specified by law which it must follow.

Parents who think their child is eligible for special education may request at any time that the Commonwealth Education Connections Cyber Charter School conduct a multidisciplinary evaluation. Requests for a multidisciplinary evaluation should be made in writing to the Special Education Contact person. If a parent makes an oral request for a multidisciplinary evaluation the Commonwealth Education Connections Cyber Charter School will provide the parent with a form for that purpose.

Parents also have the right to obtain an independent education evaluation. The Commonwealth Education Connections Cyber Charter School must provide to parents on request information about where an independent educational evaluation may be obtained. Under certain circumstances, such an independent educational evaluation may be obtained at public expense.

Educational Placement

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include at least two members in addition to the parent(s). Other required members include at least one regular
education teacher of the child (if the child is, or may be participating in the regular education environment), at least one special education teacher, or where appropriate, at least one special education provider, and a representative of the Commonwealth Education Connections Cyber Charter School. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based on the results of the multidisciplinary evaluation. The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the ER.

An IEP describes a student’s current educational levels, goals, objectives, and the individualized programs and services which the student will receive. IEPs are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention.

Placement must be made in the least restrictive environment in which the student’s needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

**Services for Protected Handicapped Students**

Students who are not eligible to receive special education programs and services may qualify as handicapped students and therefore be protected under federal statutes and regulations intended to prevent discrimination (in particular, 34 CFR Part 104 and 28 CFR Part 35). The Commonwealth Education Connections Cyber Charter School will ensure that qualified handicapped students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate for each individual student. In compliance with federal laws the Commonwealth Education Connections Cyber Charter School will provide to each protected handicapped student without discrimination or cost to the student of family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student’s abilities. In order to qualify as a protected handicapped student, the child must be of school age with a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for “protected handicapped students” may be distinct from those applicable to eligible or thought to be eligible students. The Commonwealth Education Connections Cyber Charter School the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services handicapped students, parents should contact the Special Education Contact.

Annual Notice of Rights Under the Family Educational Rights and Privacy Act (FERPA)

The Cyber Charter School protects the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by IDEA '97) in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and implementing regulations as well as IDEA '97 and its implementing regulations.

“Education records” means those records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. “Educational agency”, for purposes of this notice, means The Commonwealth Education Connections Cyber Charter School. For all students, the educational agency maintains education records which include but are not limited to:

Personally identifiable information – confidential information that includes but is not limited to the student’s name, name of parents and other family members, the address of the student or student’s family, and personal information or personal characteristics which would make the student’s identity easily traceable.

Directory information – information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes but is not limited to, the student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. Parents have the right to inspect and review a child’s education record. The Commonwealth Education Connections Cyber Charter School will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an IEP or any due process hearing, but in no case more than 45 days after the request has been made. Requests should be submitted in writing, indicating the records the parents wish to inspect, to the school principal or other designated school official. Parents have the right to a response from the school to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While the Commonwealth Education Connections Cyber Charter School cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child’s records. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.
2. If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. The Commonwealth Education Connections Cyber Charter School will decide whether to amend the record and will notify the parents in writing of its decision. If The Cyber Charter School refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

The Commonwealth Education Connections Cyber Charter School will inform parents when personally identifiable information is no longer needed to provide educational services to a child. Such information must be destroyed at the request of the parents. Parents have a right to receive a copy of the material to be destroyed. However, a permanent record of a student’s name, address, and telephone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without the limitation. “Destruction” of records means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

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

4. Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the Commonwealth Education Connections Cyber Charter School to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Pennsylvania Avenue, S.W., Washington, D.C. 20202-4605.

**Mode of Communication**

The content of this notice has been written in straight-forward, simple language. If a person does not understand any of this notice, he or she should ask the Special Education Contact for an explanation.

The Commonwealth Education Connections Cyber Charter School will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the school district will arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication).

For a more complete description of how our school will work with the special needs of students with disabilities in a cyber school environment read below and, see our attached Policy and Procedures Manual for Special Education in the Appendix.

CEC is aware of the difference among learners. CEC believe that our classrooms need to be set in an environment which is responsive and supportive in the educational need for all of our special needs students such as, preferred learning styles, different learning experiences, and developmental of practical solutions to problems and issues. CEC is conscious that the recognition of race, gender, class, and culture do make a difference in responding to the differences in students learning. To accommodate students that have special needs CEC will provide capable instructors who are knowledgeable of the principle of active learning participation.

Within the classroom, general education and special education teacher or aides will strive to deliver instruction together in order to maximize the talents of both and to present “co-educators” as having equal knowledge authority. Co-educators will have clearly define roles and
responsibilities that dictate how often they meet to collaborate, when materials will be created or modified, to what extent they co-plan, and how to best divide the instruction within a lesson.

The Director of Special Education and Supportive Services will be responsible for making changes to the lesson plan and any classroom materials that are used for each student in order to implement the Individualized Education Programs (IEPs) and ensure that the learning needs of each student are being met. Both educators will be trained by the DCAOCI – Student Support in effective co-teaching strategies, and provided with ongoing feedback and support to improve practice and ensure that students with disabilities make progress. CEC will employ the Child Study Team (CST), a small team of licensed special and general education educators, to respond to the specific learning needs of all students in the general education classroom, provide continuous support, and, when appropriate, evaluate students for special education services. The CST is engaged after initial academic or behavioral concerns for a student result in a failed intervention. At that point, the teacher completes a CST referral form and the student’s parents are informed.

The CST meets to evaluate the student’s classroom performance, strengths and challenges, and prescribes an intervention to address the student’s obstacle(s) to academic success. Through this process, the CST creates a comprehensive plan that includes strategies and structures for educators and school staff to employ. Over the next three (3) – five (5) weeks, members of the CST periodically observe the implementation of the plan and reconvene to evaluate its effectiveness. The CST uses observation and assessment data to decide which strategies and interventions to continue, modify, and discontinue. The plan and all adjustments to it are documented. If the adjusted plan is effective, the CST continues its ongoing monitoring, evaluation, and adjustments. If the plan is not effective, the CST will consider referring the student for a special education evaluation or to an outside resource for more specialized evaluation.
Neuropsychological evaluations of students will be conducted by highly qualified clinicians and CEC will investigate the appropriate agency to provide services. CEC plans to use the curriculum described in the proposal and will adopt supplemental programs, curricula, or interventions as deemed necessary. CEC will also adhere to all provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990.

With classrooms becoming more linguistically diverse, CEC is continuously looking for ways to meet the needs of students who struggle with or are just learning English. CEC believe that the best practices that we will use in our classroom are to focus on English Language Development (ELD). ELD is an instructional strategy that was developed to promote the attainment of English by students whose primary language is not English. In implementing this strategy, CEC will employ four category ESL-certified educators to serve our students effectively. This includes educators who are dually licensed in the subject matter in which they teach or who are licensed in the subject matter in the subject in which they teach and have completed the appropriate approved category trainings in four areas:

- Category 1 (Second language learning and teaching);
- Category 2 (Sheltering content instruction);
- Category 3 (Assessment of speaking and listening);
- Category 4 (Teaching reading and writing to ELLs).

- It is our intent to have all of CEC’s educators and other appropriate staff complete training in Categories 1, 2, 3 and 4 during August 2016 staff orientation.

- With the ELD program, educators will assist students acquiring the English language in a manner similar to the way they have learned their native language such as, through regular interaction with others who already know the language. CEC will also use the ELD program as a comprehensive input as an understandable and meaningful method of...
learning through a variety of techniques such as, visual aides to reinforce spoken or written words, speak slowly, enunciate, and repeat words or phrases that include shorter sentences, fewer pronouns, and simpler language rules.

- The ELD program will consist of five (5) proficiency levels that include beginning, early intermediate, intermediate, early advanced, and advanced which include listening, reading, and writing. Throughout their proficiency levels, students will be instructed about their progress through the levels of proficiency at different rates. CEC understand that it may take several years to master the advanced levels of fluency. To enhance this, CEC’s purpose of communication will also include social conversations in practicing speaking English in order to become fluent.

- CEC will provide constant progress monitoring in order to move students into different instructional models as their proficiency improves. Throughout the quarter semester, ELL will be re-assessed in the areas of listening, speaking, reading, and writing in English by trained CEC personnel. This will include evaluating LAS testing results, students’ performance in classes, ESL’s progress reports, school-based assessments, and statewide testing results. Once this is completed, CEC will schedule meetings with parents to discuss our findings and recommendations.

- When a student appears to be proficient in English, the school follows the process of reclassifying a student from an ELL to a Former ELL status. The major criterion for determining whether a student may be reclassified as a Former ELL is his/her readiness to do ordinary classroom work in English without reliance on a specifically-designed program for learning English. CEC monitors the progress of its students for two years after they have been reclassified from ELL status to Former ELL status, or until graduation from CEC, whichever is earlier. It is CEC’s intention to maintain an ELL student population in line with the district average during the course of its operation.
• For students with learning disabilities, this is not only a commitment to opening our school’s door to appropriate educational settings, but also to all students who want to engaged in learning the skills and content that covers a general education curriculum. CEC’s mission is to develop a well-defined support and accommodations and a set of instructional and learning goals that assist both educators and students to meet the needs of special education students. CEC will minimize the impact of a student’s disability while maximizing their access to support services and the college-preparatory general curriculum.

• Special educational students at CEC receive a Free Appropriate Public Education (FAPE). They are offered appropriate evaluations and assessments to the maximum extent allowed by each student’s circumstances and Individual Education Plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA). CEC educate students with disabilities in the least restrictive environment (LRE) with their non-disabled peers. Disabled students, along with their parents, are involved in the development of and decisions regarding their IEP. CEC is committed to providing full access to appropriate procedures and mechanisms for students, along with their parents, to resolve any disputes or disagreements that arise or are related to the provision of FAPE or LRE by either CEC or the school district. CEC does not discriminate in admission and enrollment practices on the basis of any student having or being suspected of having a disability. CEC focus on three important web-base interface resources to aide in our educators and to ensure parents that children are included in an effective and high quality education. These may include, but not limited to, the Access Center, the U.S. Department of Education, and the National Center on Secondary Education and Transition.

• The Access Center is a national center, funded by the U.S. Department of Education’s Office of Special Education Programs. It provides for numerous online resources including documents and list of strategies and techniques that can be used to assist parents and educators in making decisions about how to maximize success for students.
with special needs. The U.S. Department of Education "The No Child Left Behind Act of 2001 (NCLB) hold states, districts, and schools accountable for students' achievement through regular assessments to determine the progress and weakness in core academic subjects. With this, CEC educators will use the special needs students' test performance to guide their teaching to develop an effective sample of students' progress and to influence classroom decisions. CEC will also work together with the National Center of Secondary Education and Transition (NCSET) to coordinate national resources and propagate information about transition for youths with disabilities. This will require CEC to review policy's updates from the National Longitudinal Transitional Study (NLTS-2) to develop effective approaches to work with special need students.

- CEC will seek out and identify children with special education needs by appropriately evaluating these student prior to placement. Our methods consist of testing and evaluating the students in their primary language. CEC employ more than one (1) test resource as a determining factor for placement. Such as, Individualized Education Plans (IEP) prepared for each student based on their educational needs. Parents participates in the decision-making process in their children's educational needs. CEC provide related services to assist students that will benefit from the special education program by providing a least restrictive environment for each student to be educated to the maximum extent with students who are non-handicapped. CEC conduct due process by enacting an advisory board that includes handicapped individuals, educators, and parents of handicapped children. This includes allowing parents access to their children educational record and progress reports.

- In accordance with all applicable state, federal, and Pennsylvania Department of Education's (PDE) policies, CEC employ, at a minimum, one (1) properly certified individual as the school's Director of Special Education and Supportive Services, whose responsibilities will include: coordinating with the Certificate of Education (CSE);
providing information to CSE to determine if entering students have IEP; and working with CSE and City Schools to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting.

- In the beginning of the school year, the Director of Special Education and Supportive Services meet, on a monthly basis, with the school district on a quarterly basis to ensure continuity with the district and applicable laws. The Director of Special Education and Supportive Services take on additional administrative duties, to the extent that they will not interfere with their responsibilities, to ensure the school’s compliance with the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990. The school and its special education educator(s)/director work consistently with the school districts to ensure that all students with disabilities that qualify under the IDEA:
  ■ Will have available a free appropriate public education (FAPE);
  ■ Will be appropriately evaluated;
  ■ Will be provided with an IEP;
  ■ Will receive an appropriate education in the least restrictive environment;
  ■ Will be involved in the development of and decisions regarding the IEP, along with their parents; and will have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school’s or school district’s provision of FAPE.
  ■ Will be educated in the least restrictive environment.

CEC’s initial goals are to establish an Individualized Education Program (IEP) that is used as a comprehensive evaluation and as an ongoing monitoring progress to direct the students learning process. We understand that students that experience difficulties need special education instruction. CEC developed an IEP process through a series of pre-referral interventions which varies with the type of educational problems that a
student is exhibiting. The major purpose of the IEP process is to document and explain students' difficulties and challenges and to test the effectiveness of classroom accommodations and modification assessments of the various instructional interventions to monitor students' progress. To accomplish this, CEC implemented a pre-referral process to screen students before identification procedures are put into practice and before any formal referral to special education are made. This consist of educators and family members working together to determine whether educational or behavioral difficulties can be resolved in the general education classrooms.

The steps of the IEP process are intervention based that is used as a direct measurement in the evaluation of the students' performance to avoid unnecessary assessments and placements in special education. During the pre-referral period, educators utilize different validated teaching approaches to determine whether faulty instructions are the source of the problem. Educators receive both assistance and consultation from specialists. Students whose learning remains challenged will be referred to special education and the next step of the IEP process.

CEC implemented a Response to Intervention (RTI) as a method of academic intervention that provides systematic assistance to students who are having difficulty in learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for students who continue to have difficulty. RTI is a multi-tiered approach to aiding students that is adjusted and modified as needed. In terms of identify learning disabilities, the RTI method will be used as an alternative to the ability of students' academic achievement such as, measured by their grades and standardized testing to bring more clarity to students experiencing difficulties.

An approach to the intervene with students before initiating a referral for special education, students are referred to a student's assistance team to establish the challenges the student is having within the classroom via the usage of information collected from the classroom, observations, and etc. Once this done, the team determines what additional
supports the students may need to address the learning gap. For example, the team provides interventions of increasing intensity to assist the student to catch up with their peers.

CEC understand that early intervention is critical in preventing problems from getting out of control. We continuously use RTI to monitor each student’s progress in determining their educational decisions. Our goal is to apply accountability for our educational program by focusing on programs that work. By doing this, CEC implemented a multi-tiered as a problem solving model to make decisions between each tiers and to assist these group of students in being successful in their academic environment.

Our RTI’s model is divided into three levels of tiers support with the intensity of interventions increasing with each level. This consists of the implementation of the three tiers of Scientifically Research Based Interventions (SRBIs) to ensure students’ academic growth and achievement.

**Tier 1:** concentrate explicitly within the core curriculum with instructions and interventions that target all students in determining student’s ability to meet their grade level without additional assistance beyond the first tier. Students that do not perform well within the expected level of performance are provided additional supplementary interventions. For example, screening assessments are given to all students within the targeted grade levels. It covers basic academic subjects such as, reading and mathematics to identify students who may require further assessments and interventions. CEC continuously provide assessment in the classroom by clearly identifying the strengths and weaknesses for each student. Any necessary interventions at this level will be in the form of differentiated instructions, small group review, and/or one-on-one remediation of a concept. Our assessments occur three times per academic year such as, in the fall, winter, and spring. The data collected from these assessments assist in guiding instruction through our RTI process. This is important in identifying areas of improvement in the general classroom instruction in the cases where too many students fall below expectations. Because CEC understand that a percentage of students will continue to
have difficulties after Tier 1 interventions, Tier 2 will provide interventions to support students who are not responding to Tier 1 prevention strategies.

**Tier 2:** offers more support than Tier 1 intervention. It involves small group instructions to conduct research-based and field testing to ensure that the core curriculum contains all the fundamental necessary to efficiently recognize the students’ achievement. This required CEC delivering highly qualified educators that are trained to deliver the selected instruction that as intended. We utilize supplemental interventions within or outside of the general education classroom and progress monitoring at frequent intervals. Our classroom educators will continue delivering core instructions. For thirty (30) minutes per day and two (2) to four (4) days per week and for a minimum of no less than nine (9) weeks, with specialized educators such as, literacy support educators for struggling readers, small groups of similar instructional levels working together under an educator's instruction and/or guidance. Also, within the Tier 2 a simple functional behavioral assessment (FBA) is used to identify students’ functioning to support individualized interventions and strategies to promote positive social interactions and to overcome their struggles and make good choices. This is done by using a self-monitoring environment for students to choose to change their behavior from their learning practiced in the general classroom. In the general classroom, educators instill mini-interventions within their curriculum to ensure that students know how to be self-regulate. Since all students does not adapt to every strategy, it is important for CEC's educators to identify a range of strategies that can be used for self-regulation within these interventions.

**Tier 3:** is for students who require more intense level of intervention (one-on-one) and explicit instruction that was not shown in response to Tier 1 and Tier 2 interventions. Within Tier 3, additional methods are used as an attempted to determine what students will respond to the intervention and to improve their skills. This type of targeted instruction is delivered for a minimum of two thirty (30) minute sessions every week for nine (9) to twelve (12) weeks and frequently throughout the duration. The instruction in Tier 3 is outside of the general education classroom. Programs, strategies, and procedures are developed and employed to supplement, enhance, and support Tier 1 and Tier 2
instructions by remediation of development of compensatory strategies. The frequency of special education instruction will depend upon the student’s need. Intensive functional behavioral assessment (FBA) is conducted for students to create positive behavior support plans (PBSP) for the student. Instructions and expectation are designed to meet the specific need(s) of the students so they can build strategies that exhibit positive behaviors.

To assist students throughout this process, educators use various evidence-based interventions when intervening with the students’ behavior. For instance, individual therapy sessions are provided, self-monitoring skills are implemented, and daily behavior report cards are issued. CEC understands that technology is becoming increasingly important in improving instructional practices and student achievement. As a Student Support Team, our educators utilize technology tools within their classrooms that include online website programs such as, audio/visual online.

**Student Support Team:** Tools are used for team-based learning in facilitating students’ use of higher forms of thinking, analysis, and evaluation. Properly incorporated technology increases students’ learning in areas such as motivation, collaborative learning, critical thinking, and problem solving. CEC believe that this technology method will be effective in motivating students to stay in school and hopefully lessen the achievement gap. Computer Assisted Instruction (CAI), another student support, gives students immediate and frequent feedback and individualizing learning to meet the students’ need. We believed that CAI encourages positive scores in mathematics and literacy for all grade levels and in improving scores for students.

These types of technology also effectively assist in the teaching of basic literacy skills such as, phonemic awareness, word recognition, and comprehension. With the use of specialized educational software applications students’ literacy skills are enhanced such as, the use of PowerPoint. PowerPoint is used to improve students learning experience. Educators will use sounds, animation, slide designs, or slide transitions to implement into their literacy and to assist students to respond to activity schedules. For students who are
participating in a different curriculum or whose goals differ from those of the general education curriculum, our IEP specify alternative assessment procedures as well.

CEC is aware that minor adjustments, for students, are needed as an indicator in student’s attainment. We understand that accountability measurements determine whether the student needs to learn in terms that can be evaluated. Our expectation is that frequent assessments of the student’s performance will occur as a measurement of progress to guide instructions in order to make certain our intervention schedule is effective.

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

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

<table>
<thead>
<tr>
<th>BEST PRACTICES</th>
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<tbody>
<tr>
<td><strong>1. Meaningful continuous assessment that is aligned with standards</strong></td>
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<tr>
<td>Commonwealth Education Connections Cyber CS will have a standards-based accountability system for all students that includes a systematic review of progress by a certified teacher and regular feedback to parents and students regarding progress relative to State standards and benchmarks. Progress of the school and the student will be linked to the Pennsylvania Accountability System goals, and diagnostic test scores will be used by teachers, parents and administrators to make decisions regarding allocation of additional resources and alterations to a student’s program to ensure their success in all academic areas.</td>
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<tr>
<td><strong>2. Rigorous and engaging curriculum</strong></td>
</tr>
<tr>
<td>The curriculum will provide opportunities for all types of students to achieve high levels and be prepared for challenging careers in mathematics, science, engineering and computer technologies. Using a combination of online coursework and a standards-based scope and sequence from the PEARSON CONNEXUS BLENDED LEARNING curriculum (based on Core Knowledge Sequence, an Obie-Porter national demonstration curriculum), students will be provided a variety of learning experiences that will be tailored to their particular strengths and interests. Our curriculum will incorporate the many resources of museums and Universities provided on the newly developed Internet2 (<a href="http://www.internet2.edu">www.internet2.edu</a>) to support real-world research and access to high-tech research tools and projects.</td>
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<tr>
<td><strong>3. Innovative, creative and effective instruction</strong></td>
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| Improved student achievement will be the full focus of our instruction, with regular assessments and reviews providing instant feedback to students regarding their progress relative to their goals and the goals of the school. Our school removes the classroom walls as barriers to teaching and learning, and provides students opportunities to learn from a
wide range of resources, including their classroom teachers (on-line- synchronously and asynchronously-), professional mentors, their parents, other students, museums, libraries, and web-based learning software. Students will be stimulated to think creatively and use higher-order thinking skills by collaborating with others to solve real-world problems (through computer-supported collaborative learning).

### 4. Artful use of infrastructure

Student learning will drive the structure of every school day, as students, their parents, and teachers set goals for student work, chart paths for their learning, set deadlines for completion of the work, and continually assess students’ learning progress. Our “classes” will be small, with students organized in collaborative groups of 8 or fewer, who will work online with others to generate questions, to collect data and to attempt to solve problems with the guidance of school administrators and teachers who are assigned to each group.

### 5. Deep partnerships with community organizations, universities, businesses and/or, regional and national organizations

Our planning group and administration will collaborate with ReadyMinds, Inc., a company that is a national leader in the provision of online career counseling services to youth and adults, and plans to incorporate many community groups, businesses, museums, universities, and schools from around the world into our group of partners. Because we will be a cyber school, physical location will not hinder our ability to collaborate with partner organizations and experts wherever they may be. We will encourage the exploration of local resources for students, such as the Barnes Museum, Academy of Natural Sciences in Philadelphia, and we will also develop partnerships with organizations such as the National Center for Supercomputing Applications in Illinois.

### 6. Intensive teacher and leadership training

Our teachers and administrators will be the main visionaries for connecting students and their parents with the resources and teaching and learning methods that can help them to build on prior knowledge and skills to learn most efficiently and effectively. We will provide our teachers with regular professional development that will be focused on developing skills and knowledge in using tools to assess students’ progress and Web-based teaching to help students to meet the goals of the school, the state, and their students.

### HABITS OF PRACTICE

1. **Serve students who have traditionally been underserved by the public schools, are considered hard to reach and/or are underrepresented in future career fields**

   Our program will provide particular support for minority students and females who have not been drawn traditionally to these fields. We will recruit heavily from these groups, through radio, newspapers and the Web. An online school provides the promise of reducing some of the stigma that is often placed on members of these groups when they attempt to study science and technology. We will research the progress of these underserved students and adjust our model to ensure their ultimate success in the school and beyond.

2. **Focus on building relationships and trust**

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

### 3. Build upon education practices proven successful nationally and/or are supported through scientifically based research

Computer-based learning has been proven to be successful in helping students to achieve both basic skills and higher-order thinking skills (Papert, 1994, *The Children's Machine: Rethinking School in the Age of the Computer*). Computer-supported collaborative learning, a primary approach that will be used by this school for student learning, has been shown to be highly valuable for teaching and learning both social and academic skills, and is recommended as an educational technique by the US Department of Education (Scardamalia, M., & Bereiter, C. (1994). Computer support for knowledge-building communities.

*The Journal of the Learning Sciences*, 3(3), 265-283). Other curricula for the school, such as the Core Knowledge Sequence, have also been proven to improve student achievement (Sam Stringfield, Amanda Datnow, Geoffrey Borman, and Laura Rachuba (1999) National Evaluation of Core Knowledge Sequence Implementation: Final Report of the Center for Social Organization of Schools, Johns Hopkins University).

### 4. Foster positive partnerships with their local school district in order to inform each other’s practice, share knowledge and leverage resources

We plan to contact and form mutually beneficial partnerships with the school districts from which we draw students. We will offer, for example, free web-based training to their teachers who are interested in using those techniques.

### 5. Commit to participating in networks with colleagues at other Pennsylvania charter schools and charter schools in other states

We plan to join the Pennsylvania Coalition of Charter Schools and the Charter Friends National Network. We will also form a partnership with CalPac Online Charter School, and the Colorado Cyber schools Association to share strategies that have been developed by cyber schools in other states.

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

Commonwealth Education Connections Cyber will operate on a 200-day calendar that will extend the school year for a slightly longer period than those of local School Districts (e.g., The School District of Philadelphia’s calendar). Although the school teachers will operate on a traditional calendar, opportunities for students to learn will exist 24 hours, all year long, through the school’s web-based medium.

Commonwealth Education Connections Cyber School regular hours of operation will be from 8:00 am to 4:00 p.m Eastern Time. The students will be eligible to participate in at least 6.5 hours of instruction from trained teachers each regular school day (1,300 hours of instructional time annually). Secondary students will exceed 30 credit hours of instruction. Therefore,
Commonwealth Education Connections Cyber will exceed the 180 days/900 hours of instruction time requirement set forth in 1715(A) of the Charter School Law.

Please See the attached Appendix School Calendar.

4. School Accountability:

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

Commonwealth Education Connections Cyber program is being developed, and will be implemented primarily by its Chief Academic Officer. Our Chief Academic Officer has previous schools to achieve extremely high proficiency on the State’s PSSA test despite serving predominantly economically disadvantaged students from minority households and with disabilities. This school will help to ensure similarly high levels of success by focusing on accurately diagnosing and monitoring students’ skills, knowledge and areas of weakness on a regular basis, and establishing a pacing plan for each student that tracks their progress toward achievement of all of the school’s and students’ academic goals. Commonwealth Education Connections Cyber Charter School will use a full complement of data sources for self-assessment purposes to ensure that the school is meeting its stated mission and objectives. These sources include, but are not limited to, student performance on standardized tests, attendance rate, parent satisfaction surveys, student satisfaction surveys, community satisfaction surveys, data reported in the annual report, number of students on waiting list, school safety data, school discipline data, etc. The results of these multiple assessments will be used to refine the curriculum in order to ensure that the charter school is meeting its stated mission.

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

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

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

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

COMMONWEALTH EDUCATION CONNECTIONS CYBER will use the Pennsylvania Value Added Assessment System (PVAAS) in order to take advantage of the state's online reporting analysis. The PVAAS will help us to determine how well our school is progressing with our students from their level of academic skill at their point of entry to the school through their time at NLCS.

What are the Benefits of PVAAS?

- PVAAS methodology follows the progress of individual students over time. Each student is compared to his/her own past performance. By using individual student longitudinal data, each student serves as his or her own 'control,' thereby eliminating the confounding impact of demographic variables, such as economic status or racial/ethnic group. PVAAS provides a unique gauge to measure how much students have grown each year.

- PVAAS empowers all school districts with the benefits of rigorous statistical analyses that produce the results in an easily understood format. Reporting is at the fingertips of users, available in a secure-access web delivery. PVAAS gives the option for looking at growth and growth patterns, rather than static performance of groups of students. The PVAAS methodology can analyze data obtained from various assessment tools. Consequently, results from both the PSSA and other standardized assessments can be analyzed with the PVAAS model.

- Unlike typical achievement reports, which may reveal below-average performance, PVAAS reports growth over time, thereby allowing these districts to see where growth is occurring even though overall achievement rates may be below benchmark performance. If the PVAAS system is not available to our school, we will work with independent evaluation and assessment consultants to develop our own value-added analysis system.

The school will also keep abreast of changes to the NCLB law and PDE's interpretations and criteria for meeting Adequate Yearly Progress, particularly as it applies to special needs students, as there are currently changes being created for assessing the performance of those students.
B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

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

The Board will select the CEO, and approve all other staff. Teachers will be provided with a detailed set of clearly defined rubrics. The rubrics will be distributed to all teachers upon their hiring and will reflect the school’s emphasis on teacher professionalism, college preparation, and a rigorous curriculum.

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

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

An important determinant of the teacher evaluation process will be professional development. All Commonwealth Education Connections Cyber teachers will participate in professional development on how to integrate technology into the curriculum and how to harness the power of technology to advance their teaching practices. All teachers will also attend professional development tailored to the curriculum. Beyond these professional development programs, teachers and administrators will be given the flexibility to pursue the kinds of professional development activities that best suit their individual needs.

The Commonwealth Education Connections Cyber founders believe that “teachers tend to know where their areas of strength and relative weakness lie and are keen to bring all areas of their practice to higher levels. If provided with a safe and respectful environment, most teachers will choose to concentrate their efforts at professional growth in those areas in which they have the greatest need” (Danielson 2000, p. 25). As a result, teachers will be encouraged to engage in a wide range of professional development activities. These professional development endeavors will be recorded and will positively impact the teacher’s annual performance review.
If a teacher receives a low rating in a particular category of the performance standards, that teacher will be expected to remediate his or her relative weaknesses with an approved professional development course within six months of the evaluation. Failure to do so may result in the teacher being placed on probation, as determined by the Board. Any teacher receiving an overall “unsatisfactory” rating will be required to remediate his or her areas of weakness through approved professional development. The teacher will create a remediation plan for him or herself, specifying the professional development that he or she will pursue, and will submit the plan to the CEO and CAO. The CAO and the teacher will both sign the agreed upon course of action. This signed agreement will serve as a commitment by the teacher to address his or her weaknesses. Failure to complete the agreement will constitute grounds for teacher termination, as determined by the Board.

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

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

Please see the attached Teacher Evaluation Plan and Board Procedures for Monitoring School Performance and Evaluating the School Leader.

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

As a charter school, Commonwealth Education Connections Cyber Charter School is ultimately accountable for its performance to those who are outside of the school staff and Board. In order to survive, our school must satisfy the needs of students and parents and continue to attract new enrollees. The school is also accountable to the State for meeting the goals and terms promised in this application, and ultimately to the taxpayers in the Commonwealth and the United States who fund this program. The school will make available to parents information on all of the following:

- School site visit by a team of trained personnel
- A report on the evaluator’s visit, noting strengths, areas of concern, and strategies for immediate and long-term improvements
- Development of and Corrective Action Plans
- Follow up visits
- Independent monitoring by an Accountability Review Council
- Monitoring of student performance goals as per No Child Left Behind
- Standardized test scores
Commonwealth Education Connections Cyber founders and staff will view all parents as their customers. As a school of choice, Commonwealth Education Connections Cyber Charter School will be directly accountable to the parents. If their needs are not met, Commonwealth Education Connections Cyber Charter School will assist parents in finding another appropriate placement for their children.

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

- **Providing Information**

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

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

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

- **Establishing Dialogue**

Commonwealth Education Connections Cyber Charter School staff and Board of Trustees will work directly with our parents to create a dialogue that invites and discusses ideas, addresses criticism and develops creative solutions for helping their children to meet high standards. Our first contact with parents interested in enrolling their students in the school will likely be at community meetings that will be held in conjunction with community organizations throughout the area. We will also hold a series of open houses where parents and students can come to meet the staff, Board members and administrators. Parents will have access to all board meetings which will be well publicized, in accordance with Pennsylvania State Law.
Sharing Governance

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

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

The charter school plans to contract with an external management company for assistance with financial management and other management functions of the school. The external management company, working closely with the charter’s CEO, CFO and Business Coordinator, will review the following financial documents and statements:

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

The Treasurer and CFO will present these statements to the Board at its regular monthly meetings, and the Board will review these monthly statements to determine if any changes need to be made to the then-current Approved Operating Budget.

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

Commonwealth Education Connections Cyber’s founders understand that, under FERPA, schools must generally afford parents:

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

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

Access to Education Records

To comply with FERPA, Commonwealth Education Connections Cyber will provide parents with the following access to their children’s education records:

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

Amendment of Education Records

To comply with FERPA, Commonwealth Education Connections Cyber will:
• Consider a request from a parent to amend inaccurate or misleading information in the child's education records;
• Offer parents a hearing on the matter if they decide not to amend the records in accordance with the request;
• Offer the parent a right to place a statement to be kept and disclosed with the record if as a result of the hearing the school still decides not to amend the record.

A school is not required to consider requests for amendment under FERPA that:
• Seek to change a grade or disciplinary decision;
• Seek to change the opinions or reflections of a school official or other person reflected in an education record;
• Seek to change a determination with respect to a child's status under special education programs.

Disclosure of Education Records

To comply with FERPA, Commonwealth Education Connections Cyber will:
• Have a parent's consent prior to the disclosure of education records;
• Ensure that the consent is signed and dated and states the purpose of the disclosure.

However, Commonwealth Education Connections Cyber may disclose education records without consent when:
• The disclosure is to school officials who have been determined to have legitimate educational interests as set forth in the school district's annual notification of rights to parents;
• The student is seeking or intending to enroll in another school;
• The disclosure is to state or local educational authorities auditing or evaluating Federal or State supported education programs or enforcing Federal laws which relate to those programs;
• The disclosure is pursuant to a lawfully issued court order or subpoena; and
• The information disclosed has been appropriately designated as directory information by the school.

Annual Notification

Each year, Commonwealth Education Connections Cyber will notify parents (of enrolled students) that the school must allow parents to:
• Inspect and review their children's education records;
• Seek amendment of inaccurate or misleading information in their children's education records;

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• Consent to most disclosures of personally identifiable information from education records.

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

This notification to parents will be posted in the Student Handbook.

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

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

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

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

COMMONWEALTH EDUCATION CONNECTIONS CYBER also intends to use a student information software system, such as Administrators Plus or PowerSchool, to track enrollment data to make-sure that our enrollment figures are always up-to-date, reflecting new students and any withdrawals.
G. Describe plans to evaluate student performance.

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

**Pennsylvania System of State Assessment (PSSA) Testing**

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Estimated Baseline</th>
<th>Targets 2018-2023</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Goal</th>
<th>Students will achieve proficiency in</th>
<th>Assessment Method</th>
<th>Target</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1.</td>
<td>Mathematics</td>
<td>PSSA</td>
<td>Average from area Elementary Schools</td>
<td>Improve Percentage at Proficient Level from Baseline by 5% per year</td>
</tr>
<tr>
<td>Goal 2.</td>
<td>Reading and Listening</td>
<td>PSSA</td>
<td>Average from area Elementary Schools</td>
<td>Improve Percentage at Proficient Level from Baseline by 5% per year</td>
</tr>
<tr>
<td>Goal 3.</td>
<td>Writing and Oral Communication</td>
<td>PSSA</td>
<td>Average from area Elementary Schools</td>
<td>Improve Percentage at Proficient Level from Baseline by 5% per year</td>
</tr>
<tr>
<td>Goal 4.</td>
<td>a World language</td>
<td>Portfolios Performances</td>
<td>Assessed at school opening, 2018</td>
<td>Improve average end of year rubric scores on a 4 point scale by .2 points annually (e.g., moving students from Basic to Proficient in 5 years)</td>
</tr>
<tr>
<td>Goal 5.</td>
<td>Social studies</td>
<td>Portfolios</td>
<td>Average from area Elementary Schools</td>
<td>Improve Percentage at Proficient Level from Baseline by 5% per year</td>
</tr>
<tr>
<td>Goal 6.</td>
<td>Science</td>
<td>PSSA</td>
<td>Average from area Elementary Schools</td>
<td>Improve Percentage at Proficient Level from Baseline by 5% per year</td>
</tr>
<tr>
<td>Goal 7.</td>
<td>Visual and Performing Arts</td>
<td>Portfolios Performances</td>
<td>Assessed at school opening, 2018</td>
<td>Improve average end of year rubric scores on a 4 point scale by .2 points annually (e.g., moving students from Basic to Proficient in 5 years)</td>
</tr>
<tr>
<td>Goal 8.</td>
<td>using Technology</td>
<td>Portfolios Performances Microsoft Certification</td>
<td>Assessed at school opening, 2018</td>
<td>Improve average end of year rubric scores on a 4 point scale by .2 points annually (e.g., moving students from Basic to Proficient in 5 years)</td>
</tr>
<tr>
<td>Goal 9.</td>
<td>Media Literacy</td>
<td>Portfolios Performances</td>
<td>Assessed at school opening, 2018</td>
<td>Improve average end of year rubric scores on a 4 point scale by .2 points annually (e.g., moving students from Basic to Proficient in 5 years)</td>
</tr>
<tr>
<td>Goal 10.</td>
<td>Critical and higher order thinking skills</td>
<td>Teacher Evaluations of Student Performance, Cornell Critical Thinking Test, Level X</td>
<td>Assessed at school opening, 2018</td>
<td>Improve average end of year rubric scores on a 4 point scale by .2 points annually (e.g., moving students from Basic to Proficient in 5 years)</td>
</tr>
</tbody>
</table>
Parent Feedback

| Goal 11. Students will demonstrate skills associated with self-directed learning | Review of Student Work | Assessed at school opening, 2018 | Improve average end of year rubric scores on a 4 point scale by .2 points annually (e.g., moving students from Basic to Proficient in 5 years) |

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

*About COMMONWEALTH EDUCATION CONNECTIONS CYBER Rubrics*

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

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

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

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

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

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

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

**Minimal:** Limited achievement in the content area. Test score shows evidence of major misconceptions or gaps in knowledge and skills tested in the academic content area.
Rubrics at COMMONWEALTH EDUCATION CONNECTIONS CYBER will possess the following characteristics:

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

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

<table>
<thead>
<tr>
<th>Rubric Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>-3-</strong></td>
</tr>
<tr>
<td><em>Meets Expectations for a first Draft of a Professional Report</em></td>
</tr>
<tr>
<td>The document can be easily followed. A combination of the following are apparent in the document:</td>
</tr>
<tr>
<td>✓ Effective transitions are used throughout.</td>
</tr>
<tr>
<td>✓ A professional format is used.</td>
</tr>
<tr>
<td>✓ The graphics are descriptive and clearly support the document's purpose.</td>
</tr>
<tr>
<td>The document is clear and concise and appropriate grammar is used throughout.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>-2-</strong></td>
</tr>
<tr>
<td><em>Adequate</em></td>
</tr>
<tr>
<td>The document can be easily followed. A combination of the following are apparent in the document:</td>
</tr>
<tr>
<td>✓ Basic transitions are used.</td>
</tr>
<tr>
<td>✓ A structured format is used.</td>
</tr>
<tr>
<td>✓ Some supporting graphics are provided, but are not clearly explained.</td>
</tr>
<tr>
<td>The document contains minimal distractions that appear in a combination of the following forms:</td>
</tr>
<tr>
<td>✓ Flow in thought</td>
</tr>
<tr>
<td>✓ Graphical presentation</td>
</tr>
<tr>
<td>✓ Grammar/mechanics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>-1-</strong></td>
</tr>
<tr>
<td><em>Needs Improvement</em></td>
</tr>
<tr>
<td>Organization of document is difficult to follow due to a combination of following:</td>
</tr>
<tr>
<td>✓ Inadequate transitions</td>
</tr>
<tr>
<td>✓ Rambling format</td>
</tr>
<tr>
<td>✓ Insufficient or irrelevant information</td>
</tr>
<tr>
<td>✓ Ambiguous graphics</td>
</tr>
</tbody>
</table>
The document contains numerous distractions that appear in the a combination of the following forms:
- Flow in thought
- Graphical presentations
- Grammar/mechanics

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

Please see the attached Appendix Policies for Promotion Performance Graduation and Student Discipline.

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

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

Results from the Pennsylvania System of State Assessment (PSSA) in its respective grades will be particularly scrutinized, as they provide information on proficiency and reference points to other students in their age group. Results of these tests will be reviewed thoroughly by the Board of Trustees, by the CEO and by the teachers within two months of their receipt. Information from the school-wide tests will be included in the Annual Report.

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

5. School Community:
   A. Describe the relationship of your school with the surrounding community.
The COMMONWEALTH EDUCATION CONNECTIONS CYBER planning group considers that involvement of the community and the general public, particularly parents and students, in the development of the design for the school is essential to our ultimate success. We will take a spiraling approach to community involvement, beginning by identifying a core of founding organizations and individuals who are committed to our mission of providing an alternative learning experience based on a cyber-education format. For example, we will begin by contacting the Brandywine River Museum, the Work to Ride Program, the Philadelphia University for Sciences, Black Educators Alliance, and other forward-thinking organizations that would be interested in our mission.

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

We will use our website to inform the larger community regarding our mission and vision, and to keep in touch with our students, parents, and community partners (www.cecschools.org).

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

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

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

2. Informed the local community about the founding of the CCS
   - Established an interim Administrative/School Information Office (eg, office equipment and telephone in donated space).
   - Contacted community organizations to discuss plans for the CCS.
   - Contacted local newspapers to alert them to the development of the new school.
   - Developed and posted flyers and brochure regarding the CCS and contact information.
   - Held informational meetings for students, parents, and older community members about the school to obtain their input, online and in community centers.
• Created a website describing the mission and vision for the school, and inviting feedback on our model.

3. Built a coalition of interested community members
   • Developed a database of interested community members
   • Developed a school website for communicating with our community
   • Recruited community members and parents to serve on the Board of Trustees for the school.
   • Circulated petitions in support of the school to the community.
   • Recruited local organizations to serve as partners for the school.

4. Recruited local students and parents to participate in the school
   • Developed application forms for students
   • Held focus groups for prospective students and parents

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

Parents are part of the community, too. Therefore, parents will have a great role to play in the school:
   • Parents are working professionals who will have something to share with students;
   • Parents will naturally market the viability and credibility of COMMONWEALTH EDUCATION CONNECTIONS CYBER;
   • Parents may have educational experiences of their own when they partake in such activities as “Take My Parent To School Day” and accompany their child on field trips.

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

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

Commonwealth Education Connections Cyber will maintain an open-door policy with its parents and, thus, will provide a variety of avenues for parents to register complaints or concerns and to ask questions about the school’s progress toward its goals. These avenues include the following: (a) talking with a teacher and/or administrator, (b) sending a comment via the school’s website, and entering a comment during the public comment section of a Board meeting. All grievances will be handled expeditiously and diplomatically with the intention of bringing those involved in the conflict to a consensus and a resolution. Commonwealth Education Connections has established a procedure for addressing complaints and concerns parents may have regarding academic, attendance, and social programs regarding their child.

Step 1. Communicate openly and frankly with the child’s teacher(s), with an open mind toward resolving the issue. If the parent is not satisfied, go to

Step 2. The parent should arrange a conversation with the teacher’s supervisor. If the issue remains unsettled, go to
Step 3. The parent should contact the Head of school. If the issue is still not resolved. Go
Step 4. Contact the Commonwealth Education Connections Board

The Commonwealth Education Connections Board believes that staff working with the student is
far more knowledgeable about the family and any academic or social problems the child is
experiencing. Therefore they are a last resort for this type of problem. However, the Board will
respond immediately to any emergency problems or concerns from parents or students.
In matters concerning special needs students (i.e., those with Individualized Education Plans),
due process proceeding will be followed in compliance with all applicable federal and state laws.

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

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

A. Describe the program of extracurricular activities planned for the charter school.

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

Sports: COMMONWEALTH EDUCATION CONNECTIONS CYBER will research
and identify sports programs for parents and students that are available to them
throughout the community. Every attempt will be made to identify sports teams that are
co-educational whenever possible to reduce discrimination and bias that are often
by-products of the sports system.

Arts: Music, visual, and performing arts may be available for those who are interested in
pursuing their artistic development outside of the core program. Painting, dance,
sculpture, theater, and music studies will be available at varying times of the year.

Technology: Becoming computer literate is important to all students, given the increased
importance in the burgeoning information economy and the importance of computers for
access to and analysis of the media. Programs will therefore be available for students to
learn and to develop their skills while working with computers on projects for their core
curriculum, as well as for students who want to learn more advanced techniques of
computer programming, software and design, and engineering, such as Macbook Pro
Software program and the Microsoft Certified Software Operator’s programs.
Reading club: Should additional grant funding become available, a before-school program will provide an opportunity for students who wish to participate in reading activities, in English and other languages as well. Students wanting to participate in a before-school program might be assigned to a reading group of students from mixed grades each month. The groups could meet to discuss works of literature with adult facilitators each month. Reading discussions will emphasize the lives of children in different places, cultures and countries, and familiarize students with current problems and achievements in different regions.

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

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

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

Technology Support:

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

Commonwealth Education Connections Cyber’s educational program will solely be delivered by the use of computer technologies to provide a world class education to elementary, middle level and secondary students wherever they live in Pennsylvania. We will create a program that draws on the particular strength of computers for planning and managing the learning process, for facilitating communication between teachers, parents and students, and delivering high quality, multimedia content to students. Each student’s learning program is designed and managed by an assigned teacher with expertise in teaching students of their skill level. The student’s parent or guardian serves as a monitor and guide overseeing the student’s work and assisting with planning and assessment. The student and parent use a school-supplied computer and Internet to access and download the majority of their lessons from the school’s web portal.

B. Describe how you will improve student achievement through effective uses of technology.
As previously stated, Commonwealth Education Connections Cyber’s educational program will use computer technologies to provide a world class education to elementary, middle level and secondary students wherever they live in Pennsylvania. We will create a program that draws on the particular strength of computers for planning and managing the learning process, for facilitating communication between teachers, parents and students, and delivering high quality, multimedia content to students. Each student’s learning program is designed and managed by an assigned teacher with expertise in teaching students of their skill level. The student’s parent or guardian serves as a monitor and guide overseeing the student’s work and assisting with planning and assessment. The student and parent use a school-supplied computer and Internet access to download the majority of their lessons from the school’s website.

The school’s academic program is built primarily around the PEARSON.com curriculum and for foreign language acquirement we’ll use the ROSETTA STONE ONLINE LEARNING CUSTOM SOLUTIONS, which has been developed from the award-winning Core Knowledge Sequence. While the Core Knowledge Foundation provides curricular guidelines, PEARSON CONNEXUS BLENDED LEARNING goes much further by providing a fully developed and comprehensive curriculum, including complete lesson plans and assessments for a 200-day school year, online lessons with teaching aids, and a comprehensive array of offline materials. The program includes detailed instructional guides, clear presentation of lessons, a comprehensive on-line help system, technical support, optional challenge problems, secondary lessons, and embedded teaching tips. PEARSON CONNEXUS BLENDED LEARNING Planning, Progress, and Attendance tools facilitate developing a schedule and generating lesson plans for each student, and monitoring their progress.

The PEARSON CONNEXUS BLENDED LEARNING curriculum lessons include:
- Clearly defined learning objectives.
- Step-by-step, easy-to-follow procedures for hands-on activities.
- Creative ideas for alternative teaching approaches.
- Materials to prepare and gather.
- Keyword definitions and tips and strategies for pronunciation.
- Suggestions for optional activities and readings beyond the lesson.
- Student lesson adapter programs, which reevaluates the students learning and adapts the lessons to meet the student where s/he are having difficulty.

The teacher uses the PEARSON CONNEXUS BLENDED LEARNING planning tools to provide a recommended schedule for lessons. These include a Daily Plan, Weekly Plan, Lesson List and Materials List. The Progress tool gives teachers, students and parents a look at both completion of lessons and mastery of lessons that have assessments. There are two ways to look at progress: a complete lesson overview and a detailed view. In the latter, one can view lessons by status, get information about the assessments, view lesson objectives, or go directly to the lesson. The Attendance tool allows one to record the amount of time the student spends in school. The number of minutes for each subject are recorded, and the Attendance tool
automatically calculates the total number of hours and minutes for each day, year to date, and the total of number of days in school.

In addition to the on-line lessons, multimedia content, and planning and monitoring tools, the PEARSON CONNEXUS BLENDED LEARNING curriculum includes a large number of more traditional tools, such as History textbooks and mathematics manipulatives. Students are expected to spend less than 50% of their learning time learning directly at the computer. PEARSON CONNEXUS BLENDED LEARNING lessons are delivered via the Internet. Generally, children in grades K-5 do about 80 percent to 90 percent of the work online. They do most of the work offline— they read books, solve math problems on paper, draw, and conduct science experiments. As children get older and their reading skills improve, instruction and activities will involve increased independence and computer use. However, offline work will always be essential.

Parents/guardians will be given comprehensive training in how to make the most of the on-line planning tools and curriculum materials for their child. In addition, our school will facilitate the collective outings of groups of parents and students for important socialization activities. Students may participate in school outings (e.g., to historical sites, museums, zoos), picnics, and other social events throughout the school year. Local clusters of students and parents will be encouraged to get together on a regular informal basis in their areas. Student and parent interaction and communication will be supported through our website, with a particular focus on how to become experts in the use of our curriculum for teaching and learning.

Assessments are managed through the online PEARSON CONNEXUS BLENDED LEARNING system and also ERB (Educational Records Bureau) is a not-for-profit organization providing admission and achievement assessment as well as instructional services for PreK – Grade 12 through their Comprehensive Testing Program (CTP), is a rigorous assessment for high achieving students in areas such as reading, listening, vocabulary, writing, science (online only) and mathematics. Verbal and quantitative reasoning subtests are part of the CTP model. They involve gathering information about student progress, strengths, and weaknesses in order to provide the best possible education for each child. CECCCS will employ the following assessments, evaluations, and tests as part of its educational program:

**Placement assessments.** In math and reading, these assessments place students into the appropriate point in the curriculum.

**Lesson assessments.** These are designed to assess mastery of lesson objectives and determine whether students should go on to the next lesson or receive additional instruction. Generally, these contain several short items, depending on the lesson.

**Unit assessments.** These are designed to assess mastery of the lessons in a unit (such as "Fractions" or "Ancient Egypt") and determine whether a student should receive additional instruction on content covered in a unit. They are usually comprised of about 20 questions.
Semester evaluations. End-of-course evaluations provide information on what has been accomplished during the semester.

Teacher conferences and informal reviews. On a regular basis, teachers check in with students and parents to review progress and determine ways to boost student performance.

PSSA. The Pennsylvania System of School Assessment (PSSA) is a standardized test used to measure a student's attainment of the state's academic standards in Reading, Writing, and Mathematics, and to assist schools in identifying the strengths and weaknesses of their academic programs. Every Pennsylvania student is assessed in reading and math in grades 3, 5, 8, and 11, and in writing in grades 6, 9, and 11. Additional assessments will be administered as required by the State of PA and the federal NCLB Law.

Standardized exams. CECCCS will utilize standardized exams to help the school evaluate student performance.

Each semester, students will be issued a report card, reflecting their completed work, their progress towards stated goals, and results from quantitative assessments.

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

Commonwealth Education Connections Cyber will use a multi-faceted approach to provide technical support to students and parents including, but not limited to the following:

- In depth student and parent training sessions with expert technicians and educators. Training sessions will be held during each enrollment period with regularly scheduled sessions during the remainder of the school year.
- Curriculum-related technical support online and email support
- School staff assistance online during regular school hours

Every effort will be made to ensure that both students and parents have access to the technical support required to maximize achievement and student productivity while online. Tech support for the computer hardware and software provided to students will be provided by those hardware and software companies (e.g., by Hewlett Packard for provided HP printers). Technical support for the curriculum will be provided by the school and by PEARSON.com and ROSETTA STONE through a telephone “hotline” with a toll free number 12 hours a day, 7 days a week, 52 weeks a year; and/or through email and online chat support. The hours of available support and types of support provided to parents and students will be adjusted based on the demand for such support, and feedback obtained from those parents and students during regular surveys.

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

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

The Commonwealth Education Connections Cyber Technology Director will be responsible for maintaining and assigning passwords and access to electronic records for the school’s staff. The Special Education Supervisor is responsible for maintaining the confidentiality of the student records. For additional information see Appendix - Security and Privacy Policy.

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

Placement tests, semester assessments, and all standardized tests will be done in person at the school’s Administrative Office. School staff will be responsible for the scheduling and proctoring of all assessments. Parents may also request that their children be assessed in-person at a hub regardless of the format.

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

Commonwealth Education Connections Cyber students will access our school’s website and the PEARSON CONNEXUS BLENDED LEARNING online curriculum using personal computers, printers, software and related technologies loaned to the families by the school. Families will have the option to use the Internet connection of their choice, although a high speed connection will be recommended. The school will reimburse families for the cost of their Internet service.

Enrolled students will be provided with a computer system (including computer, printer, software, and Internet reimbursement program) to support the learning process. These computer systems and materials are the property of the school and must be returned when the student leaves. The school will arrange for technical support and troubleshooting for these systems (See section I.7.E. above). Computers will follow these technical specs, at minimum:

- **Whiteboard software**
- **Processor:** 7th Generation Intel® Core™ i5-7200U Processor (3MB Cache, up to 3.10 GHz)
- **Operating System:** Windows 10 Pro 64-bit English
- **Microsoft Office:** Microsoft® Office Professional 2016
- **Security Software:** Norton’s Anti-Virus
- **Memory:** 8GB, DDR4, 2400MHz, up to 16GB
- **Hard Drive:** 1TB 5400 rpm SATA Hard Drive
- **Video Card:** Intel® HD Graphics 620
- **Display:** Display 15.6-inch FHD (1920 x 1080) Truelife LED-Backlit On-cell Touch
Display (ties to IR Camera)

- **Optical Drive**: Tray load DVD Drive (Reads and Writes to DVD/CD
- **Audio and Speakers**: 2 tuned speakers with Waves MaxxAudio® Pro, 1 combo headphone/microphone jack, 1 built in microphone
- **Camera**: Integrated widescreen HD (720p) Webcam with Dual Digital Microphone Array, Infrared camera
- **Media Card Reader**: 1 SD card (SD, SDHC, SDXC), 1 HDMI v1.4a, 2 USB 3.0, 1 Noble lock slot
- **Dimensions**: Height: 0.92” (23.3mm) x Width: 15.35” (390mm) x Depth: 10.20” (259mm), 3c/42 WHr: Touch: 5.19lb (2.35kg)
- **Wireless**: 802.11ac + Bluetooth 4.2, Dual Band 2.4&5 GHz, 1x1
- **Primary Battery**: 42WHr, 3-Cell Battery (Integrated)

II. NEEDS ASSESSMENT

1. **Statement of Need:**

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

   The number of parents choosing to educate their children primarily at home or in small learning environments has grown tremendously over the past decade, as part of a larger movement of parents taking advantage of new educational options for their children. Many parents are choosing to educate their children in alternative ways from their traditional neighborhood public schools with the hope that that education can better prepare their child for a rapidly changing future (Smith, June 9, 2003, Number of black children taught at home growing, Washington Times B4). However, in many cases, parents making those choices must sacrifice some of the advantages of a larger school system in order to achieve a more personalized experience for their child. As the demands of a high tech, science-driven world become increasingly pressing, many students are suffering from a lack of meaningful, focused, consistent education in science and digital technologies (ZUNIGA and RODRIGUES, Oct. 31, 2003, Schools boosting tech skills, but reports show minorities lack computers at home), The Houston Chronicle. Across the State of Pennsylvania, some students are being exposed to a science and technology education that will make them leaders in the field. But, those opportunities are inconsistent, are not available to many students, and are scarce in charter schools because of limited resources.

   As the numbers of poor students and minority students grow in our State, and more science, technology and international affairs related jobs are contracted out to other States and other countries, it is becoming increasingly important that learners are provided an opportunities to learn a higher level of science and technology and other important academic skills that will ensure them a job in their increasingly tech-dependent world. Opportunities are being developed for students in many districts across the Commonwealth, such as the high tech Microsoft School of the Future in Philadelphia and the Sci-Tech School in the Harrisburg School District. However, these schools will be limited in scope, and will be limited to a few students of high

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school age. We contend that a cyber school with web-based learning focused on intense
hands-on science, technological and language skills is needed to provide the full advantage of
fast-developing new research and learning technologies to children, beginning in the first years
of elementary school.

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

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

2. School Demographics:

A. What are the school’s enrollment projections for each of the first five years? What is the
school’s ultimate enrollment goal? What grades will be served? What is the entry age
for kindergarten students and the entry age for beginners? How many students are
expected to be in each grade or grouping?

In its first year of operation, the Commonwealth Education Connections Cyber will serve 500
students in grades 1-5. The school will add 100 students and one additional grade annually until
the school reaches a projected student population of 1,300 in Year 5, when the school will
become a K-12 institution. After the initial five years of operation, the curriculum and the
school’s reputation will be sufficiently established to make it a vehicle for recruiting and
marketing. It is anticipated that the school population will increase to meet enrollment demands.
In order to enter the Kindergarten class, students must be four years, five months old by
September 1 of the enrollment year and beginners must be five years five months old.

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

<table>
<thead>
<tr>
<th>Projected School Population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades served</strong></td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>1-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Projected number of students per grade</strong></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Average number of students per class</strong></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

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### Total projected enrollment

<table>
<thead>
<tr>
<th>Total projected enrollment</th>
<th>500</th>
<th>1000</th>
<th>1100</th>
<th>1200</th>
<th>1300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td>21</td>
<td>41</td>
<td>46</td>
<td>50</td>
<td>55</td>
</tr>
</tbody>
</table>

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

CECCCS operations will be located throughout the state of Pennsylvania. The school will serve students from all socioeconomic levels. For many of the children who live in these communities, the following grim statistics are a descriptive of their daily existence and have far-reaching consequences for their future adult lives:

- 46% of the population lives below the federal poverty level.
- At least 33% of the population is unemployed or under-employed. This number would be much higher if it were to include those part-time workers seeking full-time and potential workers who have given up hope and no longer seek employment.
- 24% of the houses in the community are abandoned. Some families and even senior citizens reside in homes that are the only inhabited dwellings on their block. The vacant structures are often used by drug dealers and others for criminal activity. Some abandoned houses are used by the drug and alcohol-addicted homeless for shelter.
- 58% of the area's school students drop-out of high school.
- 50-70% of the area's adolescents reside in homes with absent parents, (or only custodial grandparents), or homes with a strictly matriarchal structure lacking any positive male role models, a particularly difficult situation for maturing young black men and women.
- Many youth who live in this part of the city confront the reality of making “easy money” by dealing drugs and larceny. The enterprising young men who make it to work-age have difficulties finding and/or retain a job. Many are conflicted upon seeing vast profits accrue by those who are willing to deal drugs and to participate in other illegal activities.
- Young women in this area face severely heightened chances of early pregnancy for which they are unprepared. More than 50% of the homes in the neighborhood are headed by single women; the overwhelming majority of whom are under the age of 23 and live below the poverty level.
- The children in the community’s schools are among the most disadvantaged in their counties and have the highest truancy and drop-out rates.

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

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

D. Describe any unique demographic characteristics of the student population to be served including primary languages spoken.

The student group targeted for the Commonwealth Education Connections Cyber program will be ethnically diverse. English will be the dominant tongue (although not required to take advantage of the PEARSON CONNEXUS BLENDED LEARNING curriculum.) The curriculum will provide transitional bilingual education in order to accelerate English Language Learners’ transition to reading, writing and speaking in English. The school will target low-income students from urban areas, although we will be open to serving all K-12 students across the State. The main school building will be located in Northeast Philadelphia.

3. District Relations/Evidence of Support:

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

Commonwealth Education Connections Cyber founders have notified the School District of Philadelphia, Philadelphia County, the area around Chester Upland School District, Delaware County, and some areas in Chester and Bucks Counties of the possibility of creating a cyber charter school. Additionally, the Founding Coalition will send a letter to the Superintendents around the State of Pennsylvania formally indicating our plans to open and operate a cyber charter to open in fall 2018 once approved.

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

The Founding Coalition indicated its desire to maintain a collaborative relationship with the School Districts in Philadelphia, Delaware, Chester and Bucks Counties.

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

C. What efforts will be implemented to maintain a collaborative relationship with school districts?
Commonwealth Education Connections Cyber Charter School, plans to collaborate with the PDE and with School Districts from across the state through a collaborative and unique partnership between the school’s founding team and PDE. The school’s founding team members will contribute insights from having managed, governed, and worked in some of the highest-performing urban public schools in the United States. The PDE and School Districts will contribute its vast accumulated knowledge of district-wide best practices, including those prescribed to serve the most at-risk learners. Commonwealth Education Connections Cyber Charter School, will aim to both support and learn from other PDE and district-led school improvement efforts being pursued throughout the state and work collaboratively to implement those best practices. Furthermore, the Founding Coalition recognizes that communication between the school and the District is crucial to maintaining a positive relationship. Therefore, the charter school plans to provide the district with accurate enrollment data, to cooperate with district administrators wishing to visit the school, or to collect data from the school, and to maintain open lines of communication between the school and the local school districts.

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

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

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

The following schools, institutions, and community groups have expressed interest in establishing a working relationship with the Charter School. The Honorable Jannie Blackwell, City Councilwoman for the 3rd District in Philadelphia, has also been generous in her support also the Honorable Robert Brady, United States Congressman, Churchill Schwartz Public Relations, PBI Communications Group, HOPE UA and many others. Many of the following supporters have attended meetings to show their interest and support for CECCCS.

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The above listed individual has committed themselves and resources to assist us with services including certified medical staff who have agreed to provide medical evaluations, such as auditory, visual, and other medical evaluations, real estate developers who have agreed to help us find locations for testing throughout the state of Pennsylvania, educators who will monitor evaluations, professionals who can provide staff development in the area of technology, planning, various content areas, and parent conferences, tutoring, and curriculum development, computer professionals who will help troubleshoot problems, train, and make repairs, individuals who will recruit staff and students, assist in fund raising projects, and conduct marketing for the school, writers that will assist in grant writing, and individuals that will provide family law counseling.

We have attained over 1300 e-signatures in total, of individuals that support the implementation of the Commonwealth Education Connections Cyber Charter School.

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

Copies of the letters of support and digital signature support are attached to this application as Appendix Letters of Support and E-Signatures.

III. GOVERNANCE

1. Profile of Founding Coalition:

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

The founder and members of the community have worked closely, sharing ideas and researching best practices which will enable the school to achieve anticipated levels of excellence expected by the founders of the charter school. Ongoing meetings have occurred for the purpose of brainstorming and sharing ideas and dreams. The plan outlined in this proposal is the result of these long and intensive writing and discussion sessions. This has been a two year process.

Some of the founders are currently or formerly affiliated with educational planning, i.e. projects, proposals, curriculum development, staff development etc. All have had extensive experience in educational systems. Since the inception of the plan to form a charter school, the members of the founding coalition have conferred with numerous individuals and organizations, and researched the literature in an effort to develop a comprehensive educational plan that focuses on school readiness through basic skill development in various disciplines.

The members of the school’s Founding Management Team are:
Andrea Colanagelo, Ed.D.
Dr. Colangelo, Assistant Vice President of Education and Academic Management, holds an educational doctorate degree in Organization and Leadership from the University of San Francisco. She is a visionary leader, educator and researcher with experience working with a diverse student population at the K-12 and college level. She has extensive experience in professional development and in the supervision of diverse learning groups. Dr. Colangelo has served in a number of roles as writing consultant, educational research analyst, writing teacher, reading teacher, academic youth mentor and president of an esteemed educational organization for teachers and administrators. Her responsibilities and expertise include: K-12 and higher education leadership, international development and research trends in organization and leadership, curriculum and instruction and K-12 writing and reading instruction. Dr. Colangelo holds a Bachelor of Arts degree in English Literature from the University of Redlands and a Master of Arts degree in English Literature from Notre Dame de Namur University. She has been an active member of Phi Delta Kappa International, the American Educational Research Association and the National Council of Teachers of English. Dr. Colangelo feels fortunate to be joining a school that has a culture focused on student learning, a commitment to high expectations, innovation, and collaboration. Finally, Dr. Colangelo’s greatest initiative is to provide the leadership that will facilitate a school environment that offers differentiated instruction to meet the needs of all students. Dr. Colangelo’s commitment to go above and beyond for her students, the school and the community will serve to build a strong foundation for students to succeed beyond high school.

Vernell Fields
The Co-leader of the founding coalition, Vernell-Deputy Chief Executive Officer of CEC Schools, has served in the field of education for over six years. Vernell’s previous professional experiences include teaching and supervisory positions in elementary, secondary, and higher education. On an administrative level, Vernell has served as assistant director of a school for alternative education. Additionally, she has held the position of Director of Dissemination and Diffusion, a research based program designed to assist educators in developing model educational programs and disseminating them to schools and agencies with the Harvard Oxford Princeton Education University Academy (HOPE UA) Charter Management Group.
Vernell’s wide-ranging responsibilities have provided her with experience in the selection, training and supervision of staff. They have also honed her skills as a professional communicator. In the course of her career, she has designed, implemented, monitored and evaluated programs, developed budgets and disseminated information through television appearances, radio talk shows, national educational conferences and other public forums.

Rachel Volkens

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Is the Co-Leader and CEC’s Chief Academic Officer for CEC Schools. Rachel has served in the field of education for fifteen years. She began her grassroots career with the School District of Philadelphia where she taught as a Special Education teacher serving three High Schools in Philadelphia. After this pivotal experience of teaching for five years, Rachel took on the role of Special Education Liaison, where she was responsible for ensuring appropriate programming and services for students with special needs. From there, Rachel decided to get her Master’s in Education, K-12 Principal Certification; thus, her administrative journey began. She has served as an Assistant Principal of a charter school, Principal of an alternative school, Special Education Director of a charter school, and is one who is thrilled with this invaluable opportunity to serve children and families for so many years. Her life’s work is dedicated to fight for the educational rights of children. Therefore, her current focus is on a path to develop a school community that is safe, loving, and only has one goal—Kids first, No excuses!

The quintessence of her educational philosophical promotes a humanitarian and progressive educational system. At the core of this educational system is an effective teacher who uses transformational learning as its primary goal. In education, the achievement of the teachable moment is paramount. Breaking ranks with tradition requires educators to motivate and create something new and exciting—teaching outside of the traditional four walls. For Rachel, the goal of education should be to achieve an invaluable, unforgettable learning experience. When educators enlarge their conceptualization of student’s ability, experiences, accomplishments, and teach explicit instruction, students can become independent self-regulated learners. An effective educator is positive, patient, consistent, and understands the strengths and needs of all students.

**Courtney Gaddy**

Ms. Courtney Gaddy is the Chief Human Capital Officer for Talent Development and HR- has worked as an influential manager and strategist with seven years of management experience and a remarkable record of achievement. She has been commended for her leadership approach, which is collaborative, cross-functional, and results-driven. Courtney’s expertise in training and development has increased revenue for various corporations, including Prometrics and Flextronics, exceeded benchmark goals, and has boosted employee morale.

With years of vast experience across industries, Courtney brings sound human resources experience in recruitment and development of our staff and prospective staff. Courtney will be charged with developing and maintaining workforce management strategies, including effective talent development and succession planning processes; Designing and managing competitive compensation programs, including benefits, that enhance the organization’s ability to meet business objectives and attract, motivate and retain a skilled, diverse and effective workforce. Courtney also will be charged with driving and influencing performance management processes throughout the organization. Managing all HR-related risks and providing technical advice and
knowledge within the human resources discipline. Providing overall HR leadership and direction in communications and human capital strategies to meet the schools' short- and long-term needs.

Courtney is a graduate of American InterContinental, holding a Bachelor's degree in Criminal Justice. She earned her Master's in Business Administration from the same institution, and she is currently in search of doctoral programs to further her education in Public Administration.

**J.J Patterson, II**
The Co-Leader-J. J. Patterson, II is an accomplished leader in public service and organizational development. He is also a recognized expert on youth empowerment and public policy. Mr. Patterson attended Columbia University where he studied Public Administration and Policy. As the former Special Assistant to the Mayor for Intergovernmental Relations/Deputy Chief of Staff and Interim Commissioner of Parks and Recreation for the City of Mount Vernon, NY and also serving as the Assistant Deputy Mayor & Deputy Commissioner of Public Policy and Government Relations for Mayor Bloomberg in the City of New York. Mr. Patterson has also served as the former Executive Vice President of the Hip-Hop Education Entertainment and Activism Tour, Inc. and as a Senior Aide for Students for Obama. Mr. Patterson has garnered these experiences to now propel him to another possibility in public service.

Mr. Patterson has dedicated his life to public service and youth empowerment. He has taken a significant interest in policy and procedures relating to corporations and their relations with government (Municipal, State and Federal), community, diversity and government regulations in the Commonwealth of Pennsylvania, New York and Illinois, as demonstrated in his efforts with the City of New York’s Mayor’s Office of Intergovernmental Relations and International Affairs, the Hip-Hop Summit Action Network’s Youth Council, The National Exodus Council and the School District of Philadelphia through Hip-Hop Music, Educational Advocacy and Policy.

Mr. Patterson is a member and sits on many boards and has received numerous awards and honors to name a few: Philly Artist Against Violence, The Hip-Hop Education Entertainment and Activism Tour, Philadelphia’s Millions More Movement, the Mount Vernon Community Action Group, University of Pennsylvania Black Men At Penn, Inc., National Hip-Hop Congress, the Ex-Offenders Association of Pennsylvania, and the National Exodus Council. Some awards and recognition’s are National Youth Leadership Forum on Law and International Diplomacy, Who’s Who and Mount Vernon’s most influential youth leader.

**Gerly Adrien**
Gerly Adrien the Chief Financial Officer- loves to inspire others to find their true calling. She is actively involved in mentoring people to be what God has called them to be in fulfilling in their

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purpose. She has formerly worked at JP Morgan Chase as the Deputy Chief of Risk and Controls Analyst in New York / Boston. Gerly is originally from Everett, Massachusetts and graduated from Bentley University. She loves to travel, cook and watch movies / T.D Jakes sermons with her family / friends. With her love for developing youth’s talents, she is president of Generations Inspired, Inc. and The Brooklyn Steppers.

Resumes for the founding coalition members are included in Appendix Resumes.

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

The founding coalition was developed in July of 2015 for the purpose of establishing a high quality charter school that will promote cultural diversity, provide a superior academic program and afford students and parents the rare opportunity to exercise school choice. The school has no affiliation with an existing group or organization.

The responsibilities of the founding management team have included: 1) refining the mission, 2) developing a strategic plan, 3) setting goals and objectives, 4) drafting by-laws, 5) defining the parameters of the curriculum, 6) identifying possible instructional materials, 7) determining staffing needs, 8) locating a site for the school, 9) naming members for the Board of Trustees, 10) and developing the charter school application. Once the charter school application is complete, the Management Team will replace the Founding Management Team.

The founding group includes parents, educators, business and community leaders, political figures and community activists. The founders of the school are individuals who live and or work in Philadelphia and its immediate vicinity. They are committed to public education and believe that this charter school will benefit public education in the state of Pennsylvania by offering children and families the following advantages: 1) greater involvement in school policy and programs, 2) smaller class size, 3) increased opportunities for children to acquire and to use technological skills, to explore, and to communicate, 4) extended access to cultural, social and academic opportunities, 5) greater academic support 6) a cooperative relationship between the home and school and 7) instruction in the skills vital to this technological society, 8) more flexible learning environment.

C. Include any plans for further recruitment of founders or organizers of the school.
The Founding Coalition hopes that as the charter application process continues – as more community meetings are held and more partner organizations sought – more individuals will join the Founding Coalition and bring with them varied experience in education and community/public relations.

2. Governance:
   A. Describe the proposed management organization of the school, including the following requirement: An affirmative vote of a majority of the members of the Board of Trustees of the cyber charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:
   - School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturdays unless Monday is the weekly holiday for the entire school year)
   - Adopting textbooks
   - Appointing or dismissing charter school administrators
   - Adopting the annual budget
   - Purchasing or selling of land
   - Locating new buildings or changing the locations of old ones
   - Creating or increasing any indebtedness
   - Adopting courses of study
   - Designating depositories for school funds
   - Entering into contracts of any kind where the amount involved exceeds $200
   - Fixing salaries or compensation of administrators, teachers or other employees of the charter school.
   - Entering into contracts with and making appropriations to an intermediate unit, school district or Area Vocational/Technical School for the charter’s proportionate share of the cost of services provided or to be provided by the foregoing entities.

   B. How will the Board of Trustees be selected?
   C. What steps will be taken to maintain continuity between the founding coalition’s vision and the Board of Trustees?
   D. Describe the roles and responsibilities of the board.
   E. What steps will be taken to facilitate a productive relationship between administrators and teachers?
   F. Discuss the nature of parental and student involvement in decision-making matters where appropriate.
   G. Submit copies of the school’s Articles of Incorporation, by-laws and contracts, and other documents required by applicable law. Requirements for the bylaws are as follows:
   - The bylaws must contain a provision for “failure to organize or neglect of duty”. Specifically, the bylaws must outline a removal procedure for the failure
of a board member to perform his or her duties as outlined in the Charter School Law.

- No board member shall, as a private citizen, engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.
- A charter school Board of Trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts, which shall previously have been approved by the Board, and by which prompt payment the charter will receive a discount or other advantage.
- Procedures for dismissal of an employee must be contained in the by-laws.

H. Submit board members' names, addresses, phone numbers and resumes.
   (Below is a holistic answer to questions A through H)

A seven member Board of Trustees has been selected in May of 2016. The school’s founders, listed in this Application, has selected the first seven Board members from their group. Two of those five positions will have professional experiences/credentials that are related to mental health and/or education. The sixth and seventh members will be selected by a majority vote of the Board. The initial Board will seek additional Board members whose qualities and experience make them fully qualified to support the mission of our school- to provide students who need extra assistance with social skills development an environment that helps them build the academic and social skills they need for long-term success. Desirable qualities may include, e.g. ability to raise funds for child development, knowledge and experience with disruptive children, general educational experience, experience with social services, knowledge of school finance and accounting, expertise in educational and psychological assessment, and similar characteristics.

The Board of Trustees will have the ultimate responsibility to ensure that the CEC Charter School is operating in compliance with its charter and all applicable state, federal laws and regulations. The Board will govern all operations of the charter school, including those extending to financial, fiduciary, program, policy and personnel matters. Day-to-day operations will be delegated to an individual who will serve as a Chief Executive Officer who will report directly to and collaborate with the board.

It will be the responsibility of the CEO to report ongoing progress to the Board during the monthly meetings. The Chief Executive Officer will be empowered to implement and
communicate all policies established by the Board. The CEO will have the responsibility to implement the school mission, design and deliver in-service training programs and expend funds as approved by the Board. In addition, the CEO will recommend to the Board personnel to be hired or terminated.

The administrative structure of the school, with the Board developing broad policies directed toward enabling high achievement levels for all students, and the CEO enacting those policies, monitoring their implementation, evaluating their impact, and relaying those assessments to the Board, is consistent with the mission and goals of the school. The Board’s collective expertise and responsibility in developing solutions for academic and social success, and the school’s implementation and continual refinement of those solutions will lead to the development of a nurturing, highly skilled environment filled with professionals who are continually focused on achieving the best possible outcomes for their students.

The following is a list of individuals who have indicated a willingness to serve on the Board of Trustees of the CEC Charter School. The resumes of these individuals may be found in the Appendices labeled Resumes along with the school’s Governance Plan.

<table>
<thead>
<tr>
<th>Name</th>
<th>Resume</th>
<th>Committed To Serving</th>
<th>Position</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kirk Gaddy</td>
<td>X</td>
<td>X</td>
<td>Member</td>
<td>See Resume</td>
</tr>
<tr>
<td>Brittany R. Gardner, Esquire</td>
<td>X</td>
<td>X</td>
<td>Chair.</td>
<td>See Resume</td>
</tr>
<tr>
<td>Christina Cherry</td>
<td>X</td>
<td>X</td>
<td>Vice Chair.</td>
<td>See Resume</td>
</tr>
<tr>
<td>Noel Roberts</td>
<td>X</td>
<td>X</td>
<td>Member</td>
<td>See Resume</td>
</tr>
<tr>
<td>Russell Hicks</td>
<td>X</td>
<td>X</td>
<td>Member</td>
<td>See Resume</td>
</tr>
<tr>
<td>Aleida Castillo</td>
<td>X</td>
<td>X</td>
<td>Treasurer</td>
<td>See Resume</td>
</tr>
<tr>
<td>Tara Fisher</td>
<td>X</td>
<td>X</td>
<td>Alternate Vice Chair.</td>
<td>See Resume</td>
</tr>
</tbody>
</table>
The primary responsibility of the Board of Trustees is to be aware, to the fullest extent possible, of all matters that pertain to the philosophy, mission and goals of the school and to assure that the decisions of the Board conform to the principles of creating a school focused on achieving the highest levels of academic skills. The responsibilities of the school's CEO are primarily to understand all aspects of the school's operation and to advise, or to support Board decisions that will advance the mission and goals of the school.

The Board of Trustees will be responsible for duties that include, but are not limited to, the following:

- Filling vacancies on the Board.
- Matters relating to the By-Laws, including adopting, repealing or amending.
- Hiring, firing and setting salaries for the Principal.
- All matters related to budgets and school finances.
- Reviewing the annual budget.
- Reviewing and approving financial disbursements.
- Authorizing the selling or leasing of property.
- Setting policies for the school.

The Board will communicate with the school community through the CEO. Generally, matters involving the staff, students, parents, and community that require Board action will be brought to its attention by the CEO. Any of these groups may make a written request to appear before the Board, which will allow them to be scheduled to speak at the next scheduled Board meeting.

When necessary, the Board will schedule hearings related to student disciplinary matters. For policies related to the Board's role in disciplinary decisions and appeals, see section I.5 above. Please see Appendix By-Laws.

In order to further the channels of communication, parent/school partnerships will be organized at each grade level. These partnership grade groups will meet each month to discuss matters pertinent to the advancement of their children and The CEC Charter School. Monthly agendas will include, but not be limited to: curriculum, school safety and security, discipline, field trips, academic and social progress.

In addition to the parent/partnership groups a Parent Advisory Committee (PAC) will represent the concerns of the parents to the school in two main ways. First, through formal and informal channels the PAC will provide input to the CEO and staff on issues they consider important. The CEO will maintain a cooperative working relationship with the PAC to ensure the needs and concerns of the parents are dealt with quickly, satisfactorily, and in a spirit of respect and partnership. Second, the PAC will elect one of its members to serve as chairperson. In this capacity, the parent will serve as the parent liaison to the administration, and as such will hold
regular meetings with the CEO and staff representatives. The parent liaison will represent the interests of the parents in major decisions such as those regarding curriculum, purchases, and the development of school policies. Specifically, the PAC will:

- Hold an annual membership drive to make parents aware of the organization and its function.
- Accept nominations, and elect the following offices, president, vice president, secretary and treasurer. These officers along with the PAC chair shall make up the executive board of PAC.
- Subsequent to the first year, election of officers will be held at the end of the school term for the following year.
- The executive board will meet a minimum of five times a year.
- PAC will hold general membership meetings at least once every two months.
- Work closely with the CEO and staff through both formal and informal channels to discuss issues of concern.
- Work closely with the Community to develop partnerships that are beneficial to the school.
- Recruit volunteers when needed.
- Assist the staff with field trips and other activities that will enhance the student’s academic and social programs.

As the school grows and students mature, a Student Advisory Committee (SAC), consisting of seven students elected from the student body, will be constituted to serve as liaison for concerns and communications between the staff and students. Regular meetings will be scheduled between the Executive Director/Principal and the Student Advisory Committee to discuss policies and grievances, and to develop workable solutions. The small size of the school will facilitate close attention to student issues, and promote an atmosphere in which students participate as effective members of the school community. This policy of open communication and sustaining dialogue will contribute to the mission of the school by teaching students how to assume responsibility and how to communicate.

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

There is no management contract in effect at this time.

IV. FINANCE AND FACILITY

1. Financing:

   A. Develop a preliminary startup and operating budget. Use the Pennsylvania Department of Education budget templates available at http://www.portal.state.pa.us/portal/
Please see the attached Appendix: Budget Worksheet.

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

See Appendix: Procurement & Purchasing Policy for the CECCCS purchasing procedure that details a competitive way to purchase goods and services.

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

Financial planning contributes to the success of any enterprise. The CEC Charter School will follow sound business practices in writing its budget and will seek the advice of accountants and investment counselors in placing the school on a fiscally secure and responsible foundation. Should the revenues that the school receives not reach a sum sufficient to cover the costs, or if the costs prove to be greater than estimated, funds will be raised from government and private sources that have not been used as estimated sources of income. The administration of the CEC Charter School has previously experienced considerable success in securing funds from such Federal sources as the combined Title funds, Read, Safe Schools, E-Rate, and others. It has also been successful in obtaining grants from private foundations such as the Smart Family Foundation, the Oberkotter Family Foundation, the Pew Family Trust, the Ronald Mcdonald Foundation, and United Parcel Service. Pro bono services from lawyers and marketers have also made it possible to operate other schools successfully, even when income from tuition payments was diminished.

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

- United States Treasury bills.
- Short-term obligations of the United States Government or its agencies or instrumentalities.
- Deposits in savings accounts or time deposits or share account of...
institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.

- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code. The school treasurer shall settle his or her accounts annually with the Board of Trustees for each school year. Pursuant to 24 P.S. §4-437, the accounts of the cyber charter school treasurer shall be audited annually.

The school treasurer shall settle his accounts annually with the Board of School Directors for each school year. An annual school audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter School Boards of Trustees shall follow requirement set forth for school boards in this section.

The Chief Financial Officer shall settle his accounts annually with the Board of Trustees for each year. An annual audit shall be conducted according to the requirements of Article 24 of the School Code of 1949. Charter School Boards of Trustees are required to follow the requirements set forth for School Boards in this section.

CEC is planning to implement the policies and procedures defined above. Specifically, the following are examples of the proposed financial procedures that the CEC will follow:

**Budgets**

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

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

Financial Statements
The Chief Financial Officer will report to the school’s Board of Trustees in writing monthly, for the preceding month, with monthly balance sheets, statements of income and sources and uses of funds with respect to the School for such month and cumulatively for the fiscal year to date, as well as any recommended changes to the then-current approved operating budget that the Chief Financial Officer considers necessary or appropriate. CEC’s Board of Trustees and the administration (the Principal and other designated staff) will examine the monthly financial statements to ensure that the School is meeting or exceeding the annual approved budget for the fiscal year. The financial statements will be used as a tool to assist the Board of Trustees and school administration in making decisions that ensure the School’s financial viability while meeting the School’s mission.

Audit
The Board Treasurer, or the Finance Committee, in consultation with the Chief Financial Officer, will engage an accounting firm or other appropriate independent third party to perform an audit of the books and records maintained for the school in accordance with applicable regulations. This appointment will have to be approved by the Board of Trustees. The audit is to be completed and a report to be furnished within 90 days after the end of the School’s fiscal year (June 30). The annual school audit will be conducted according to the requirements of Article 24 of the School Code of 1949, using the requirements set forth for school boards.
Operating Account
The Chief Financial Officer will establish, on an agency basis for the School, one or more bank accounts, with mutually acceptable financial institutions (the "Operating Accounts"). The Chief Financial Officer will cause all gross revenues to be deposited into the Operating Accounts, and cause all operating expenses (including, without limitation, payments of operating expenses, payroll, and payroll taxes) to be paid out of the Operating Accounts for and on behalf of the School. The Operating Accounts shall be used exclusively in connection with the operation of the school.

Working Capital
The Chief Financial Officer’s personnel shall provide assistance to the school to seek a line of credit facility with a financial institution to be utilized to fund seasonal or other cash flow deficiencies.

Payroll
The Chief Financial Officer will provide "back-office" accounting services for the School, including the following:
- Payroll services, including processing all payroll payments to employees, issuing W-2 statements and maintaining payroll records, payment of all Federal, State, and local payroll taxes, and all employee benefit expenditures.
- Accounts payable services (including, but not limited to, the processing thereof).
- Accounts receivable services.
- Maintaining accounting system records and reports.
- Petty cash management.
- Tracking of expenditures for furniture, fixtures and equipment.
The School will employ appropriate on-site record keepers as necessary to provide the Business Manager with operational data. Please See the attached Appendix Procurement and Purchasing Policy.

2. Facility:
   A. Provide descriptions of and addresses for the physical facilities, including the administrative office, and the ownership of the facilities and any lease arrangements.

Commonwealth Education Connections has developed a plan for an excellent facility that will meet all of its needs from the first year of our opening, as well as, meet our needs for our school when it reaches its full capacity in Year 5. The location of the building has not been determined as of yet, but our Board has been in discussions with several property owners, indicating their willingness to provide a five (5) year lease for this site. The site will provide the school with 40,000 square feet. It will provide 20 classrooms, an all-purpose area of
nearly 8,000 sq.ft. which can be used as a cafeteria/gym/meeting area, administrative offices, nurse's suite etc. Once all agreements have been made, CEC will provide the PDE with the necessary information. See Appendix Lease Agreement.

B. Explain how this site(s) would be a suitable facility for the proposed cyber charter school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply. This facility provides our school with all of the required classrooms that we will need as well as office spaces, a nurse's suite, and general assembly space for gym and meetings. We also have an area to provide our students with lunches. This facility will meet all of our needs during our first five years of our charter.

We will ensure that it meets all pertinent code requirements, including school code, ADA compliance, city ordinance requirements for utilities, local building codes, and all other federal, state and local health and safety laws and regulations.

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

The school will hire its own custodian/maintenance staff. They will be on site at all times. The responsibility of the long-term facility maintenance of the building will be dually held with the building owner being responsible for the general maintenance (i.e. heating, ventilating, lighting, sanitary conditions, water supply, exterior and roof maintenance, etc.) and the charter school being responsible for the daily operational maintenance (i.e. fixtures, light bulbs, interior painting, etc.). As the facility will be new construction it is not anticipated that we will have too many issues to deal with on a daily basis.

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

CEC will be evaluating the options of owning its own facility, vs. a long-term lease arrangement. The Board of Trustees for CEC will form a Facilities Committee that will launch a long-term strategic plan to explore the facility issue

E. Describe facility financing plans.

Currently, No financing plans are in effect at this time. Further, it is the intention of the Board of Trustees to limit indebtedness.

3. Liability and Insurance
A. Describe the proposed cyber charter school’s insurance coverage plans, including health, general liability (including school operation, extracurricular activities and parent volunteer activities), property, and director and officer’s liability coverage (see Section 1727-A of the charter school legislation).

CEC will obtain all necessary insurance either through a broker or through direct placement with a provider. It will obtain the best rates through competitive bidding or by allowing the broker to shop rates consistent with the quality of coverage or through joining a consortium of charter schools that have already obtained competitive premiums.

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

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

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

<table>
<thead>
<tr>
<th>Type of Insurance</th>
<th>Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Personal Property</td>
<td>5,000,000 Total Limit</td>
</tr>
<tr>
<td>General Liability</td>
<td>25,000,000</td>
</tr>
<tr>
<td></td>
<td>general aggregate</td>
</tr>
<tr>
<td></td>
<td>Total Limit</td>
</tr>
<tr>
<td>Products – completed operations</td>
<td>Included</td>
</tr>
<tr>
<td>Personal Injury</td>
<td>1,000,000 per occurrence</td>
</tr>
<tr>
<td>Advertising Injury</td>
<td>1,000,000 per occurrence</td>
</tr>
<tr>
<td>Damage to Premises Rented</td>
<td>250,000 per occurrence</td>
</tr>
<tr>
<td>Medical Expense</td>
<td>25,000 per occurrence</td>
</tr>
<tr>
<td>Sexual Abuse Occurrence Limit</td>
<td>2,500,000</td>
</tr>
<tr>
<td>Defense Expense – Each Sexual Abuse Occurrence</td>
<td>3,000,000</td>
</tr>
<tr>
<td>Defense Expense – Aggregate Limit</td>
<td>7,000,000 Total Limit</td>
</tr>
<tr>
<td>Insurance Type</td>
<td>Limit</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Employee Theft</td>
<td>1,000,000 Total Limit</td>
</tr>
<tr>
<td>Commercial Automobile (School buses)</td>
<td>2,000,000 Total Limit</td>
</tr>
<tr>
<td>Workers Compensation Insurance and Employers Liability</td>
<td>Per Law</td>
</tr>
<tr>
<td>Student Accident</td>
<td>250,000 per person</td>
</tr>
<tr>
<td>Accidental Death, Dismemberment, or Loss of Sight</td>
<td>250,000 per person</td>
</tr>
<tr>
<td>School Leaders Errors and Omissions</td>
<td>2,500,000 Total Limit</td>
</tr>
<tr>
<td>Umbrella-Excess Liability Coverage</td>
<td>5,000,000 Total Limit</td>
</tr>
<tr>
<td>Directors &amp; Officers</td>
<td>1,500,000 Total Limit</td>
</tr>
</tbody>
</table>

Medical insurance will be limited to a Preferred Provider Organization (PPO) or an HMO; indemnity coverage will be provided if it can be obtained and if the employee will pay a share of the premiums similar to that paid by school employees in their current school districts or in surrounding counties. Prescription, dental, and vision plans will be matched up to plans offered to current School District Teachers. The representatives of CEC understand the requirement to provide medical insurance coverage for employees the “same as” that provided in their former school district, if experienced. It also understands the need to protect the Board and employees in the conduct of their work.

As indicated, liability insurance with umbrella coverage, auto liability (in the event that staff uses their own vehicles on charter school business), professional liability, directors and officers liability, insurance for errors and omissions, fire theft and vandalism on building and contents, workers’ compensation and appropriate riders will be obtained through a broker when a Board is established, assets are acquired, employees hired, and fiduciary coverage as well as life, health and dental coverage will be obtained from a reputable broker at competitive pricing.

The following insurance and coverage plans will be contracted through St. Paul Insurance Company, Watlington and Cooper, Inc., 1315 Walnut Street Building - Suite 700, Philadelphia, PA 19107-4707, Agents for St. Paul Insurance Company

- Commercial Package
- Board of Directors (D&O)

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Employment Practice Liability (EPL)

The following insurance will be covered through Lawrence W. Farmbry, C.F.P.
Suite 220, 7300 City Line Avenue, Philadelphia, PA 19151

Health, Life and Accidental Death and Disability (Personal Choice, Aetna).

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

Enrollment
In accordance with CEC code of conduct, students will be expected to attend school daily. CEC will implement a system for maintaining student enrollment information as required under 1748-A of the Charter School Law (Act 22 of 1997). Specifically, the Commonwealth Education Connections Charter School will collect all of the necessary data for each student and will file all forms required by the Pennsylvania Department of Education (i.e. PDE-4059CS Instructional Time Summary, PDE-40262C Annual Attendance Membership Report, PDE-4002CS Summary Report of Aggregate Days Membership) and the participating school districts. Additionally, the Commonwealth Education Connections Charter School will use a student information software system, such as Administrators Plus or Power School, to track enrollment data to make-sure that the enrollment figures are always up-to-date, reflecting new students and any withdrawals.

Attendance
Students will be expected to attend school every day. If a child is absent, every attempt will be made to contact that child’s parent or guardian to inquire about the reason for their absence. The school will follow the attendance guidelines set forth in the Public School Code regarding unexcused absences. When absences occur it is the responsibility of the student’s parent or guardian to provide a written note regarding the reason for the absence. In the case of frequent absences or absences not accompanied by a note, the Attendance Coordinator will contact the student’s parent or guardian to determine the cause of the absence(s) and appropriate action will be taken, if needed. The student information software system mentioned above will also be used to track attendance quickly and accurately, allowing for seamless communication between the teachers and the administration and the administration and the parents.

1. Recruiting and Marketing Plan:
   A. Demonstrate how you will publicize the cyber charter school to attract a sufficient pool of eligible applicants.

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

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

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

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

Additionally, Meetings with community leaders and with private citizens in the area that will provide students for the CEC Charter School have been very encouraging. Meetings arranged by church and community leaders have been well attended and have produced a sufficiently large number of interested parents to indicate that a school, such as CEC, would be well received. Parents who attended these meetings told the founders that they want a strong academic education for their children in an environment that is physically and psychologically safe. They have responded well to the idea of teaching children to solve disputes peacefully and have often expressed dismay at the tendency of urban societies to allow children to become increasingly violent.
2. Admissions Policy:

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

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

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

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

In the admission of students, Commonwealth Education Connections Cyber will comply with § 17-1723-A of the Charter School Law. Specifically, the charter school will be open to all resident children in the Commonwealth of Pennsylvania. If more students apply to the charter school than the number of attendance slots available, then students will be selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the our deadline. However, enrollment preference will be given to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school.

The admissions “application” will be two-part:

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

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

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

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

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

Please See the attached Appendix Enrollment, Waiting List and Lottery Process

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

CEC will use the following timetable for admitting students:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January through April 18</td>
<td>Application forms available at the school and on the school’s website.</td>
</tr>
<tr>
<td>April 20</td>
<td>Deadline for parents to notify the school if a child currently enrolled in the Charter School if their child will be returning next year.</td>
</tr>
<tr>
<td>Second week of May</td>
<td>Admissions lottery conducted (if necessary)</td>
</tr>
</tbody>
</table>
Third week of May  | Admissions notification sent to all parents who applied and enrollment packets sent to those parents of children who have been accepted.
---|---
By June 1  | Completed enrollment packets returned to the charter school

This is just a sample timeline and may be changed at anytime.

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

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

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

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

3. Human Resource Information:

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

The school will be staffed by credentialed professionals and otherwise qualified workers, recruited primarily from local colleges and schools of education. Staff members will have experience working with diverse learners and/or economically disadvantaged students. Staff members will also have experience and coursework in use of educational technologies, and will have high degrees of technology literacy as measured against the NETS Standards for Teachers (International Society for Technology in Education, 2012)
Since the CEO serves as the manager and spokesperson, primary curriculum leader and spokesperson for the school, it is essential to recruit an extremely talented individual early in the school development process to help to bring the school from vision to reality. The school’s founders will use national education networks to recruit candidates. The CEO candidates will be recruited through April 2016 and hired as soon as a candidate is agreed upon. The CEO will be expected to start working for the school within a month after contracted.

Once the CEO is hired and has begun working for the school, he or she will begin recruiting and interviewing candidates for recommendation to the school’s Board for hiring. The staff hiring decisions will be made by July 2018 and all staff members will be working at the school by August, 2018.

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

The ratio of classroom teachers to students in the school will be at least 1:30. The targeted size of the full-time staff for the first year of operation (1-5th Grade) will be 36.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers</td>
<td>21</td>
</tr>
<tr>
<td>Program Support Aids</td>
<td>2</td>
</tr>
<tr>
<td>Chief Executive Officer</td>
<td>1</td>
</tr>
<tr>
<td>Deputy CEO</td>
<td>1</td>
</tr>
<tr>
<td>CFO</td>
<td>1</td>
</tr>
<tr>
<td>Chief Academic Officer</td>
<td>1</td>
</tr>
<tr>
<td>Deputy CAO for Curriculum and Instruction</td>
<td>1</td>
</tr>
<tr>
<td>Executive Director/Principal</td>
<td>1</td>
</tr>
<tr>
<td>HR Director</td>
<td>1</td>
</tr>
<tr>
<td>Spec. Ed. and Supportive Services Coord.</td>
<td>1</td>
</tr>
<tr>
<td>Spec. Asst. to the Board</td>
<td>1</td>
</tr>
<tr>
<td>Counselor</td>
<td>1</td>
</tr>
<tr>
<td>Office Staff</td>
<td>2</td>
</tr>
<tr>
<td>Tech support</td>
<td>3</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

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

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

There will be a fourteen-day retreat for all school staff during each summer to focus on developing the skills required to implement the curriculum fully. In addition, during the school year there will be another 15 full days of professional development to follow up on issues that are identified as needing more attention to provide the best possible opportunities for learning to students.

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

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

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

High quality professional development will achieve the following standards:

- Address the State's academic standards;
- Promote an equitable learning environment;
- Use a broad array of pedagogical and assessment approaches;
- Build learning communities among school staff, families and other stakeholders;
- Use the methods it promotes and assume a variety of forms, based on knowledge of human development;
- Be research based, data driven and contribute to measurable increases in student achievement, including an evaluation process that is on-going and has multiple sources of information;

Include an evaluation process that is ongoing and has multiple sources of information;
• Provide sufficient support and resources over time to enable individuals to master new content; and
• Be the mechanism for achieving continuous improvement.

Some of the topics to be addressed by professional development programs will include:
• Using assessments for diagnosis
• Using assessments for curriculum improvement
• Individualizing instruction
• Implementing and developing IEPs
• Using the Internet for Teaching and Learning
• Careers in Technology, Mathematics and Science

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

Please See Attached Appendix Professional Development Plan

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

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

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

**Equal Employment Opportunity:**

The Commonwealth Education Connections Cyber will always maintain strong policies designed to keep our school free from any form of discrimination.

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

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

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

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

Hiring & Contracts:

In its dedication to excellence in education, the Commonwealth Education Connections Cyber is committed to the employment of the most qualified staff.

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

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

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

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

Additionally, all employees who have not had a complete medical evaluation prior to employment will be required to undergo a complete medical and tuberculosis examination conducted by a licensed physician.

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

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

Salaries:

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

The Commonwealth Education Connections Cyber will determine salary increases as a result of job performance and the school’s ability to pay. Salary increases are not automatic. In most cases, salary increases will be merit-based, coinciding with the employee performance review process. Promotional increases may be granted at any time or in combination with annual merit increases.

Discipline & Dismissal:

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

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

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

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

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

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

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

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

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

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

Vacation:

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

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

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

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

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

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

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

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

**Sick/Emergency Leave:**

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

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

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

**Personal Leave:**

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

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

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

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

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

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

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

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

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

- The date when the serious health condition started;
- The probable duration of the condition;
- The medical facts of the condition from the employee’s physician,
- That he/she is unable to perform the essential job functions (if the serious health condition is the employee’s);
- That the employee is needed to provide care for an estimated amount of time (if the serious health condition is another family member’s).
Commonwealth Education Connections Cyber may obtain the medical opinion of a second health care provider at the company’s expense.

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

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

Funeral Leave:
The Commonwealth Education Connections Cyber grants up to three days leave of absence with pay if a death occurs in an employee’s immediate family, defined as:

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

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

- Grandparents;
- Aunts/Uncles.

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

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

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

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

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

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

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

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

**Medical Insurance:**
Commonwealth Education Connections Cyber will provide health care benefits to employees equal to those provided by our charter school district.

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

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

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

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

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

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

**PSERS Retirement Coverage:**
All employees of the Commonwealth Education Connections Cyber will be enrolled in the Public School Employees Retirement System (PSERS) in the same manner set forth in the Public...
School Code unless an employee is enrolled in another retirement program. Commonwealth Education Connections Cyber will make payments by employers and payments on account of Social Security at the same rate as our charter school district.

Workers’ Compensation:

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

Employee benefits under Workers’ Compensation include:

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

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

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

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

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

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

For the first 30 days of a work-related injury, Commonwealth Education Connections Cyber will be permitted by law to specify where employees will go for treatment.
It is Commonwealth Education Connections Cyber’s intent to provide all possible assistance to employees in the event of their injury at work. We will investigate all claims submitted and pay all valid claims under the terms of the Workers’ Compensation Act.

E. Identify the proposed faculty.

In order to propose a sustainable, scalable, and affordable structure for the administrative team within CEC, the founding team researched and discussed administrative team structures at a variety of high performing schools. We have designed our school’s leadership team to ensure there will be clear delineation among specific roles and responsibilities for functional areas that span multiple administrative personnel. The CEO is the individual charged with ensuring world-class student achievement; the effective recruitment, development, and retention of personnel; strong financial management; and efficient operations. The Board is responsible for selecting the Principal and holding him/her accountable to meeting specified goals through the direction of the CEO. The Principal will be supported by the Vice President for Education and Academic Management, Chief Academic Officer and a Curriculum and Instruction Specialist to ensure that goals are met. The school leadership team will meet once a week throughout the academic year to review progress towards school-wide goals, to discuss challenges, and to ensure that students and families are being well-served.

Roles and Responsibilities

In the attachment Appendix labeled Position Description and Staffing Plan & Organization Chart, we have included a document specifying the key roles and responsibilities of the school’s leadership team. Here are some specific role distinctions in the areas of student achievement, personnel, financial management, and operations:

Student Achievement. While every adult in the building shares responsibility for strong student performance, the Principal and VPEAM, CAO, Teachers and the CIS will directly spearhead school-wide efforts to drive student achievement across the entire school.

- **VPEAM:** Will ensure the development of high quality curricula; observe and provide feedback on teachers’ instruction; review and provide feedback on teachers’ weekly lesson plans; help teachers develop and implement high quality assessments; support teachers’ collection, analysis, and use of assessment data; and monitor the quality, quantity, and appropriateness of homework.
- **CAO:** Will build strong data analysis systems, which will support CEC’s efforts to analyze data and implement that analysis into strategic and effective plans to address student need.
- **CIS:** Will develop and implement necessary policies and procedures that ensure a strong school culture is developed, implemented, and maintained.
- **Principal:** Will ensure that school’s mission and philosophy are reflected in the school’s instructional approach and curriculum.
- **VPEAM, CAO and CIS:** Will provide regular support and guidance to the Principal to help ensure his/her successful leadership on all issues related to student achievement.
- **Teachers:** Participating in the design and implementation of curriculum, Providing classroom instruction and individual tutoring during school hours, Taking initiative in program improvement and school governance, Advising students, Informing families,
administrators, and fellow teachers of student progress. Introducing technology into students’ daily learning, Teaching multiple subjects, Designing performance based assessment tools, Communicating regularly with parents, Maintaining active and accurate documentation on individual students, and Participating in regular professional development programs.

**Personnel.** Members of CEC’s Leadership Team will work to collectively support and manage personnel issues within the school.

- **CAO:** Will design and implement the school-wide professional development program; research and identify meaningful professional development opportunities for individual teachers; observe and provide feedback to teaching staff on a consistent basis.
- **Chief Human Capital Officer:** Will establish personnel policies; onboarding systems; and evaluation protocol and will develop a strategic system through which CEC will recruit, interview, select, matriculate, and retain high-quality staff members.
- **CEO/DCEO:** Will evaluate all members of the Leadership Team, except for herself or himself, and will review all evaluations written for staff members of CEC.
- **CEO/DCEO:** Will provide regular support and guidance to the Principal and Chief Human Capital Officer for Talent Development and Human Resources regarding issues related to personnel.

**Financial Management.** Among the school’s leadership team, CEC’s CEO and CFO will have primary responsibilities related to financial management of the school.

- **CFO:** Will oversee fiscal planning and the development of the budget; oversee spending; handle bookkeeping; manage grant reconciliation; complete financial analysis; and develop financial reports.
- **CEO:** Will manage the CFO on all issues related to financial management and spending.
- **CEO:** Will participate in the yearly budget development process with the CFO and department heads. Will also provide support on many issues related to financial management and spending.

**Operations.** Among the school’s leadership team, the Chief Financial Officer will have the primary responsibilities related to operational management of the school.

- **CEO/DCEO:** Will serve as the key liaison between CEC and the school district on all operational issues (e.g., food service, transportation, facility renovations); manage all academic program supports (e.g., uniform ordering, state testing coordination); oversee ordering; ensure seamless daily operations (e.g., coordinate coverage for absent teachers); and oversee the school’s data management systems.
- **CEO/DCEO:** Will provide regular support and guidance to the CFO to ensure the successful management of operational matters.

F. Attach a report of criminal history record, pursuant to Section 111 of the Public School Code for all individuals seeking the charter who shall have direct contact with students. Direct contact includes contact through any electronic means.

Prior to reporting for duty, all employees that will have contact with children must submit to the business office a Background Check for Employment in Schools or an official document from

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the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2. The administration shall require each applicant to submit an official clearance statement obtained from the department within the immediately preceding year as to whether the applicant is named as the perpetrator of an indicated or a founded report or is named as the individual responsible for injury or abuse in an indicated report for school employee or a founded report for school employee.

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

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

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

G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means.

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

H. What procedures have been developed, through research of NCLB guidelines, that ensure the hiring of certified, highly qualified teachers and other professional staff?

Commonwealth Education Connections Cyber Charter School (CECCCS), is committed to ensuring the school complies with the regulations for Highly Qualified and Certification of Charter School Teachers. "The goal of CECCCS is to have at least 75% of the professional staff must hold appropriate certifications. The charter will list the general qualifications for certified and non-certificated personnel. The staff may bargain collectively, but not as part of the school district's bargaining unit. Protections are built into the bill to allow teachers to transfer to a charter school without penalty to employee rights: seniority, right of return, retirement, health benefits and tenure."

As a part of our interviewing and onboarding process, transcripts, certifications, and test scores will
be submitted to the Commonwealth Education Connections' human resources department talent development team for initial evaluation. These documents will be kept by the talent development team until the applicant is hired. Upon being hired, the documents will be uploaded into the Human Resources Information System (HRIS) for instant access by teachers and the human resources department.

To ensure quality and thoroughness CECCCS will review all submitted documentation to ensure that the candidate has completed the necessary documentation and experience to be deemed 'Highly Qualified' under the NCLB and Pennsylvania state regulations. This includes making sure the candidate:

- Demonstrates subject matter competency for the core content area through completion of a PRAXIS test, major/graduate degree, obtaining a National Board for Professional Teaching Standards certificate, or through the Pennsylvania HOUSSE program.
- Has obtained a minimum of a Bachelor's Degree.
- New elementary teachers must demonstrate subject matter competency by passing a rigorous state test. New secondary teachers must either pass a state test in each core academic subject they teach; have completed an academic major, course work equivalent, or an advanced degree; or have obtained advanced certification.
- Teachers who primarily teach students with limited English proficiency (LEP) or students with disabilities must meet the NCLB requirements if they provide instruction in a core academic subject.
- Title I paraprofessionals must have two years of postsecondary education, an associate degree or higher, or a passing score on a formal state or local academic assessment of ability to assist in teaching reading, writing and mathematics.

If a candidate has not submitted the necessary documentation, our Talent Development team will contact the candidate to ensure that the documentation is produced.

4. Code of Conduct:

A. Discuss any rules or guidelines governing student behavior.

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

The Code of Conduct will be designed with the mission of the school in mind, and, as such will be based on the belief that all students have the right to be physically safe, emotionally secure, and be taught effectively in a positive, focused learning environment.
The CEO or his or her designee will be responsible for monitoring the implementation of the Code of Conduct. The Board of Trustees, with feedback from the CEO, and faculty will continually review the Code of Conduct and make changes as necessary.

The Code of Conduct will include the following rules and guidelines governing student behavior:
- Students will attend school daily;
- Behavior will be directed to supporting an atmosphere of learning, sharing and cooperating;
- Behavior will be directed at supporting the school’s mission and programs;
- Behavior and language will be civil at all times;
- Students will be free of illegal drugs and alcohol;
- Conduct will be respectful of all property, including school property, public property and that of staff and other students.

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

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

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

IF AN INCIDENT OCCURS

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

SUSPENSION
The following constitutes Commonwealth Education Connections Cyber proposed policies for the suspension of students:

**Suspensions for 1 to 3 days**

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

**Suspensions for 4 to 10 days**

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

- The informal hearing is meant to encourage the student's parents/guardian to meet with the principal to discuss ways by which future offenses can be avoided. This can occur through the most appropriate means of technology that will ascertain that both parent and student are participating.

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

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

**EXPULSION**

The following constitutes Commonwealth Education Connections Cyber's proposed policies for the expulsion of students:

- A Board decision is required to expel a student.

  1. Expulsion is exclusion from participating in the school activities for more than 10 days. All expulsions require a prior formal hearing.
  2. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except:

    - If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals or welfare of others; and
If it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with sufficient notice of the time/place of the hearing.
- The hearing will be held in private unless the student or parent requests a public hearing.
- The student will have the right to be represented by counsel.
- The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
- The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- The student will have the right to testify and present witnesses on his own behalf.
- A record will be kept of the hearing, either by stenographer or by tape recorder.
- The proceeding will be held with all reasonable speed.

In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of that Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. Student and their parents/guardians will be apprised of these rights.

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

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

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>October 1, 2017</td>
<td>Deadline for submitting completed charter school application to the Commonwealth.</td>
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<tr>
<td>October, 2016-December, 2017</td>
<td>Hold planning meeting/informational sessions for parents.</td>
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<tr>
<td>October- April</td>
<td>Contact community groups for further involvement in planning process.</td>
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<tr>
<td>By December 30</td>
<td>Wrap Up Public Sessions and Working Groups</td>
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<tr>
<td>January 2017</td>
<td>Select Board of Trustees</td>
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<td>Address preliminary staffing concerns:</td>
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<td>- Develop hiring policies and procedures</td>
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<td>- Develop contractual arrangements</td>
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<td>- Design benefit packages, including retirement</td>
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<td>- Advertise Executive Director/Principal position</td>
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<tr>
<td>February</td>
<td>Identify Executive Director/Principal, who will be officially hired upon charter approval.</td>
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<tr>
<td>February</td>
<td>Develop admissions procedures/forms.</td>
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<tr>
<td>February to August</td>
<td>Hold meetings on Commonwealth Education Connections Cyber for interested families, detailing admissions procedures.</td>
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<tr>
<td>November-February</td>
<td>Receive comments on the application from PDE.</td>
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<tr>
<td>March - April</td>
<td>Revise application and re-submit to PDE (Only If Necessary)</td>
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<tr>
<td>Month</td>
<td>Task</td>
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<tr>
<td>March</td>
<td>Apply for start-up grant monies from Pennsylvania Department of Education and United States Department of Education and Private Funders</td>
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<tr>
<td>May</td>
<td>Continue Student and Staff Recruitment</td>
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<tr>
<td>June</td>
<td>Satisfy all reporting requirements including:</td>
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<td>• Official charter signed by the authorizing board</td>
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<td>• Completed charter school application addressing the 5 elements of design</td>
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<td>• The application fact sheet containing projected enrollment, mission statement, and federal EIN.</td>
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<td>• Completed PDE-Budget Form</td>
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<td>• Completed wire transfer form (ACH form)</td>
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<td>• Charter School Application Addendum (Federal Requirement)</td>
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<td>• Assurances (Federal Requirement)</td>
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<td>• Master Agreement Assurances (PA requirement)</td>
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<tr>
<td>June</td>
<td>Conclude real estate arrangements and begin facility renovation.</td>
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<tr>
<td>June</td>
<td>Interview and hire teachers and staff</td>
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<td>June</td>
<td>Establish temporary school offices, telephone numbers</td>
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<td>July</td>
<td>Begin admissions process:</td>
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<td>• Conduct lottery</td>
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<td>• Send admissions letters</td>
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<td>• Establish a waiting list if necessary</td>
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<tr>
<td>June - August</td>
<td>Solidify partnerships with community organizations and educational institutions.</td>
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<tr>
<td>July - August</td>
<td>Meet with contractor to review status of facility progress, including all permanent utilities (Electric/gas/water/telephone).</td>
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<td>July - August</td>
<td>Determine transportation arrangements.</td>
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<td>• Define requirements (Routes, Time)</td>
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<td>• Meet with District/contractors</td>
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<td>July</td>
<td>Establish payroll</td>
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<td>Date</td>
<td>Task</td>
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<tr>
<td>July</td>
<td>Checking account, petty cash, and depository accounts opened.</td>
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<td>- Identify check signers</td>
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<td>- Develop signature policies</td>
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<td>- Appoint a treasurer</td>
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<tr>
<td>July - August</td>
<td>Set up Special Education Services:</td>
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<td>- Identify students with IEP</td>
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<td></td>
<td>- Acquire records</td>
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<td>- Develop alternative IEPs</td>
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<td>- Get parent approvals</td>
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<td>- Define service requirements for all Special Education students</td>
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<td>- Hire/Contract with providers</td>
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<tr>
<td>June</td>
<td>Executive Director/ Principal begins.</td>
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<td>June - August</td>
<td>Order and receive:</td>
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<td>- Curriculum materials</td>
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<td>- Furniture</td>
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<td>- Fixtures</td>
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<td>- Equipment</td>
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<td></td>
<td>- Telephone Service</td>
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<td>- Internet Service (T-1)</td>
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<td>August</td>
<td>Send PDE an enrollment report.</td>
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<td>August</td>
<td>Confirm acceptances and request student records.</td>
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<tr>
<td>August 15</td>
<td>Site is finalized (obtain certificate of occupancy and all related inspections).</td>
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<tr>
<td>September 1</td>
<td>Receive student records, including PENNSYLVANIA SYSTEM OF STATE ASSESSMENT (PSSA) scores, existing IEPs, etc.</td>
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<tr>
<td>August</td>
<td>Satisfy all conditions of the conditional charter for final approved charter.</td>
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<tr>
<td>August</td>
<td>Review health and safety of students:</td>
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<td></td>
<td>- Acquire medical forms</td>
</tr>
<tr>
<td></td>
<td>- Identify doctor/nurse resources</td>
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<tr>
<td></td>
<td>- Staff first aid training</td>
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</tbody>
</table>
Please See the Attached Appendix Recruitment Plan and Transportation Plan.

6. Safety:

A. Submit written documentation of intent to comply with all applicable safety requirements, including the following to demonstrate the safety and structural soundness of the school:
   - Inspection by a local building inspector.
   - Inspection by a local fire department.
   - Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.
   - Compliance with all other federal, state, and local health and safety laws and regulations.
   - Application for certificates, licenses, etc. are part of the planning process.

It is our intention and commitment to fulfill all of the local, state and federal health and safety laws and regulations as required. In our outline above we have indicated that we will finalize our site and begin all necessary modifications and upgrades necessary on or before May 1, 2018. We will start to submit all necessary requests for licenses and inspection approvals by March 2018 and anticipate getting a Certificate of Occupancy by July 1, 2018. We do not anticipate any significant problems as this building has been used for educational purposes for many years. We will also begin the process of developing a school safety plan. These steps are listed below:

CEC is committed to providing a safe, orderly learning environment for its
students. To make this a reality the Founding Group has developed a comprehensive school safety plan that incorporates the provisions of Act 26 and includes protocols for responding to crisis situations in the Charter School. Below is an outline of the steps that will be taken to finalize the Charter School safety plan. The document will be reviewed and updated once the staff has been identified and hired in order to modify and change this plan to meet the “real” needs of the school, the facility, its staff and the community.

The steps that will be taken to review and modify the final safety plan include the following:

1. Form a School Safety Committee that includes: CEO, Principal; community representatives; and representatives of the Philadelphia Police Department, Philadelphia Firefighters and parents.
2. Review Act 26, “The Safe Schools Act”.
3. Review the Philadelphia Area School District safety plans to ensure accordance.
4. Review safety plans from other cities for content and presentation ideas.
5. Develop goals and timelines.
7. Circulate draft safety plan to Board of Trustees and community partners for review.
8. Finalize school safety plan.

Please See the Attached Appendix School Safety Plan

7. School Health Services
A. Describe your plan for providing school health services as required under Article XIV of the Public School Code.

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

Every student attending CEC will be provided the following services by the school as detailed in the chart below:

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<th>SERVICE</th>
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<th>Special Ed</th>
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B. Describe how school nursing services, including administration of medication, will be delivered.

For each student transferring to the school, the Principal or his/her designee, the Nurse shall request an adequate health record from the transferring school.

The individual student records of health examinations shall be maintained as confidential record subject to statute and the policies of this school.

115 Commonwealth Education Connections Cyber Charter School Proposal 2017
A student who presents a statement signed by his/her parent or guardian that a medical examination is contrary to his/her religious beliefs shall be examined only when the Secretary of Health determines that the student presents a substantial health menace to the health of other persons.

Where it appears to school health officials or teachers that a child deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent or guardian of the student shall be so informed and a recommendation shall be made that the parent consult a private physician or dentist or a local community-based health center. The parent shall be required to report to the school the action taken subsequent to such notification.

Parents and guardians of students who are to be examined shall be notified of such examinations. The notice shall include the date and location of the examination and encouragement that the parent or guardian attends. Such notice may also include notification that the parent may have the examination conducted privately at the parents’ expense and encouragement that the parent does so in the interest of providing continuity in the student’s health care; and, notification that the student may be exempted from such examination if it is contrary to the parents’ religious beliefs.

The nurse will be ultimately responsible for overseeing the student health services program. These responsibilities will include:

- The nurse shall instruct all staff members to observe students continually for conditions that indicate physical defect or disability and to report such conditions promptly to the nursing service.

- When the principal receives a report of the existence of a communicable disease in a student’s family, the nurse must be notified.

- When the nurse discovers a student in school with a communicable disease, they shall notify the Principal immediately; the Principal will then provide for the reporting of this information as noted above.

- The nurse will administer medication in a confined and controlled area with the written consent of the student’s parent or guardian and as prescribed by the students health and medical records.
COMMONWEALTH OF PENNSYLVANIA

CHARTER

to operate a cyber charter school known as
(insert school name)

Pursuant to the authority vested in the Pennsylvania Department of Education under the Public School Code of 1949, as amended, and specifically under 24 P.S. §17-1745-A, the Board of Trustees of the (insert name of cyber charter school) is hereby granted a Charter to operate a cyber charter school located at _____________ , for the period commencing on _______ ______ ______ and ending on _________________. The grant of this charter was approved by the Pennsylvania Department of Education on _.

It is specifically understood and agreed between the signatories hereto that:

1) the Board of Trustees shall operate the cyber charter school in accordance with the provisions of 24 P.S. §§17-1741-A through 17-1751-A, any amendments thereto enacted during the term of this charter and any regulations or standards applicable to cyber charter schools;

2) the granting of this charter is specifically contingent upon operation of the cyber charter school in strict adherence to the terms of the Application submitted by the Board of Trustees and approved by the Pennsylvania Department of Education or the State Charter School Appeal Board. Said Application is attached hereto as Appendix A and is incorporated herein by reference as if fully set forth;

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

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

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

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

20__.
Commonwealth Education Connections, Inc.

Curriculum and Curriculum List
Curriculum Designed for Today's Students to Master Tomorrow's Skills

A Strong Curriculum is Essential for a Great Education

Our catalog of more than 600 proven, standards-aligned courses and instructional tools integrate the essential elements necessary for quality online learning, including custom-built lesson plans that feature a rich scope and sequence, and cutting-edge interactive content and recorded LiveLesson® sessions. We bring personalized learning to students everywhere through a proven curriculum, the latest instructional tools, certified teachers skilled in online instruction, and a dedicated program manager committed to understanding your students' needs and tailoring solutions to meet them. Our advanced technology provides access to the curriculum, tracks academic performance, and facilitates communication while students learn and prepare for college and/or career.
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Advanced Placement and AP are registered trademarks of the College Board.
### Language Arts
- Language Arts KA
- Language Arts KB
- Language Arts 1 A
- Language Arts 1 B
- Language Arts 2 A
- Language Arts 2 B
- Language Arts 3 A
- Language Arts 3 B
- Language Arts 4 A
- Language Arts 4 B
- Language Arts 5 A
- Language Arts 5 B

### Social Studies
- Social Studies KA
- Social Studies KB
- Social Studies 1 A
- Social Studies 1 B
- Social Studies 2 A
- Social Studies 2 B
- Social Studies 3 A
- Social Studies 3 B
- Social Studies 4 A
- Social Studies 4 B
- Social Studies 5 A
- Social Studies 5 B

### Mathematics
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- Essential Math 3 B
- Essential Math 4 A
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- Essential Math 5 A
- Essential Math 5 B
- Math KA
- Math KB
- Math 1 A
- Math 1 B
- Math 2 A
- Math 2 B
- Math 3 A
- Math 3 B
- Math 4 A
- Math 4 B
- Math 5 A
- Math 5 B

### Humanities
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- Art 1
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- Art 3
- Art 4
- Art 5
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- Discovering Music III (3-5)
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- Elementary Chinese II (3-5) **
- Elementary Sign Language
- Elementary Spanish I (3-5) **
- Elementary Spanish II (3-5) **
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- Examining Music II (K-2)
- Examining Music III (K-2)
- Home Life

### Science
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- Science KB
- Science 1 A
- Science 1 B
- Science 2 A
- Science 2 B
- Science 3 A
- Science 3 B
- Science 4 A
- Science 4 B
- Science 5 A
- Science 5 B

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- Physical Education 2
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- Physical Education 5

### Technology
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- Ed Tech and Online Learning 1
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### Key
- # Designates course is an elective credit
- * Must accompany G&T Literature Study
- ** Please note: The World Languages courses require a headset and microphone which is compatible with the computer being used for the course. This equipment is not provided by Connections Learning.

Course list subject to change.
## Courses at a Glance

### Language Arts
- Language Arts 6 A
- Language Arts 6 B
- Language Arts 7 A
- Language Arts 7 B
- Language Arts 8 A
- Language Arts 8 B

### Mathematics
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- Algebra Readiness B (Pre-Algebra) 8
- Essential Algebra Readiness A (Pre-Algebra) 8
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- Math 7 B

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- Science 7 B
- Science 8 A
- Science 8 B

### Social Studies
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- Social Studies 6 B
- Social Studies 7 A
- Social Studies 7 B
- Social Studies 8 A
- Social Studies 8 B

### Humanities
- Art 6 A
- Art 6 B
- Art 7 A
- Art 7 B
- Art 8 A
- Art 8 B
- Exploring Music I
- Exploring Music II
- Exploring Music III
- Home Life
- Middle Chinese I **
- Middle Chinese II **
- Middle Sign Language
- Middle Spanish I **
- Middle Spanish II **

### Health and PE
- Health & Physical Education 6
- Health & Physical Education 7
- Health & Physical Education 8

### Other
- MS Introduction to Entrepreneurship

### Technology
- Business Keyboarding
- Ed Tech and Online Learning 6
- Ed Tech and Online Learning 7
- Ed Tech and Online Learning 8
- MS Digital Arts I
- WebQuest

### Gifted and Talented
- Gifted and Talented Language Arts 6 A
- Gifted and Talented Language Arts 6 B
- Gifted and Talented Language Arts 7 A
- Gifted and Talented Language Arts 7 B
- Gifted and Talented Language Arts 8 A
- Gifted and Talented Language Arts 8 B
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- Gifted and Talented Science 6 B
- Gifted and Talented Science 7 A
- Gifted and Talented Science 7 B
- Gifted and Talented Science 8 A
- Gifted and Talented Science 8 B

### Key
- † Designates course is new, revised, or expanded
- ‡ Must accompany G&T Literature Study
- ^ G&T Science courses include the core grade level science course and a G&T accompanying course combined.
- ** Please note: The World Languages courses require a headset and microphone which is compatible with the computer being used for the course. This equipment is not provided by Connections Learning.
- Course list subject to change.

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Courses at a Glance • 5
## Language Arts

- English A
- English B
- English 10 A
- English 10 B
- English 11 A
- English 11 B
- English 12 A
- English 12 B
- Journalism A
- Journalism B
- Speech and Debate

## Mathematics

- Advanced Algebra with Financial Applications A
- Advanced Algebra with Financial Applications B
- Geometry A
- Geometry B
- Precalculus A
- Precalculus B
- Statistics A
- Statistics B

## Science

- Biology A
- Biology B
- Chemistry A
- Chemistry B
- Earth Science A
- Earth Science B
- Earth Space Science A
- Earth Space Science B
- Environmental Science A
- Environmental Science B
- Marine Science A
- Marine Science B
- Physical Science A
- Physical Science B
- Physics A
- Physics B

## Social Studies

- American Government A
- American Government B
- Economics
- Geography and Society
- Personal Finance
- Psychology A
- Psychology B
- United States History A
- United States History B
- World Geography
- World History A
- World History B

## Physical Education

- Health, Fitness, and Nutrition A
- Health, Fitness, and Nutrition B
- Personal Fitness
- Physical Education

## Business Management

- Introduction to Entrepreneurship I
- Introduction to Entrepreneurship II
- Introduction to Marketing
- Sports Management

## Career Technical

- Accounting I
- Accounting II
- Administrative Duties and Office Management
- Anatomy & Physiology
- Business Communication
- Business Information Systems
- Business Law
- Business Math
- Criminal Investigation
- Developmental Writing
- Health, Safety & Nutrition
- Human Resources Management
- Introductory Astronomy
- Introductory Business
- Introduction to Business
- Introduction to Communication
- Introduction to Criminal Justice
- Introduction to Early Childhood Education
- Introduction to Finance
- Introduction to Homeland Security
- Introduction to Law
- Introduction to Medical Assisting
- Introduction to Paralegal Profession
- Introduction to Psychology
- Introductory Astronomy
- Java Programming I
- Java Programming II
- Leadership and Supervision in Business
- Medical Law and Ethics
- Medical Terminology
- Principles of Management
- Principles of Marketing
- Public Speaking
- Research Methods

## Humanities

- Art History A
- Art History B
- Chinese I
- Chinese II
- Chinese III
- Chinese IV
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- Chinese III
- Chinese II
- Chinese III
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- Digital Photography
- French I
- French II
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- German I
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- German III
- Japanese I
- Japanese II
- Japanese III
- Japanese IV
- Latin I
- Latin II
- Latin III
- Sign Language I
- Sign Language II
- Spanish I
- Spanish II
- Spanish III
- Spanish IV

## Other

- Career Exploration
- HS Critical Thinking and Study Skills
- College Prep w/ACT
- College Prep w/SAT
- Life Management Skills

## Technology

- Business Keyboarding
- Digital Arts I
- Emergent Computer Technology

## Engineering Design

- Game Design
- Information Technology: Preparing for the IC3 A
- Information Technology: Preparing for the IC3 B
- Introduction to Computer Applications
- Web Design I
- Web Design II
- 3D Art I - Modeling

## AP Courses

- AP Art History A
- AP Art History B
- AP Biology A
- AP Biology B
- AP Calculus AB A
- AP Calculus AB B
- AP Calculus BC A
- AP Calculus BC B
- AP Computer Science A
- AP Computer Science B
- AP English Language & Composition A
- AP English Language & Composition B
- AP English Literature & Composition A
- AP English Literature & Composition B
- AP Environmental Science A
- AP Environmental Science B
- AP Human Geography A
- AP Human Geography B
- AP Microeconomics
- AP Psychology
- AP Spanish Language A
- AP Spanish Language B
- AP Statistics A
- AP Statistics B
- AP United States Government and Politics
- AP United States History A
- AP United States History B

## Key

* Also offered as an Honors course

† Designated course is new, revised, or expanded

** Please note: The World Languages courses require a headset and microphone which is compatible with the computer being used for the course. This equipment is not provided by Connectors Learning.

Course list subject to change.
Grades K–5
Course Descriptions
Language Arts A&B
In kindergarten, students build a foundation for successful reading as they explore topics and apply reading, writing, speaking, and listening practices outlined in the Common Core State Standards and other state standards. Learning activities consist of phonics, listening, comprehension, and vocabulary instruction with daily exposure to books, including literature and informational texts. A combination of interactive and hands-on exercises encourages the development of fine motor skills. Students learn language skills as well as letter formation, and they practice these with drawing, dictating, and writing. By the end of kindergarten, many students will be reading, and all students should be able to recognize consonant as well as long and short vowel sounds.

Math A&B
In kindergarten, mathematical thinking and problem solving are introduced. Students explore topics and apply mathematical practices outlined in the Common Core State Standards and other state standards. They learn how to identify numbers, write numbers zero to 20, and count to 100 by ones and tens. They also describe, sort, and compare objects and learn basic shapes. Stories and activities introduce addition and subtraction. A combination of interactive and hands-on exercises teaches students about money, time, fractions, and measurement.

Science A&B
The key to science is to stimulate curiosity. A combination of interactive and hands-on exercises encourages students to observe, describe, measure, and question the world around them. Life, Earth, and physical sciences are introduced. Students investigate living things, such as plants and animals, and nonliving things, such as matter and mixtures.

Social Studies A&B
Students learn the concepts of community, nation, and world in this course. They answer essential questions including: "How do people get what they need?"; "How is culture shared?"; and "How does life change throughout history?" A combination of interactive and hands-on exercises teaches students about personal responsibility, good citizenship, and basic geography. While learning about America's past and important historical figures, students research their personal history and heroes.

Electives
Art
In art, students explore color, line, and shape. A combination of interactive and hands-on studio projects encourages students to create art. They sharpen their fine motor skills and explore the areas of art they find interesting. Artistic modes include drawing, painting, assembling, and sculpting.

Educational Technology and Online Learning
In this course, students explore the features of a draw and paint program as a tool to support emerging reading, writing, and mathematics skills. They learn to locate letters and numbers on the keyboard. A study skills unit introduces them to listening and visualization skills that support learning across the school day. Students also learn to recognize safe and responsible use of technology resources so they can become model digital citizens.

Physical Education
In kindergarten, physical education encourages students to develop their fine motor skills, movement, and confidence to enjoy healthy physical activity regularly. A combination of interactive and hands-on activities teaches students essential skills. Students learn how to respect themselves and others while playing.
First Grade

Language Arts A&B
Students explore topics and apply reading, writing, speaking, and listening practices outlined in the Common Core State Standards and other state standards. Students are taught to attack new words using a variety of decoding and contextual strategies, and are given daily opportunities to apply these skills to literature and informational texts. They are taught to think about what they read through various guided reading strategies. Their handwriting improves and their writing skills strengthen as they compose narrative, informational, and opinion pieces.

Math A&B
In first grade math, students explore topics and apply mathematical practices outlined in the Common Core State Standards and other state standards. While building strategies for addition and subtraction of whole numbers up to 18, students also develop their problem-solving and reasoning skills. Students use hands-on activities and tools to practice money and measurement concepts. They also explore geometry topics—shapes, congruence, and symmetry—and learn to analyze picture graphs, data, and bar graphs.

Science A&B
This course encourages students to explore the natural world. They study Earth, its resources, ways to protect them, and how plants and animals grow and change. They create a model of a mountain and investigate the way sunlight affects leaves. Students also learn about the scientific method and explore possible careers in science.

Social Studies A&B
Students learn about the ways people contribute to their communities and work together to the benefit of all. This course explores the concepts of good citizenship, neighborhoods, and economics. Students also study maps, photographs, biographies, illustrations, poetry, and music to help explain the concept of communities and extend it to the larger world.

Electives
Art
Students expand their understanding of color, line, and shape. Activities include drawing, cutting, creating designs, and paper construction. The concepts of texture and three-dimensional forms are also introduced.

Educational Technology and Online Learning
In this course, students build on foundational skills while using software to draw, type, and format text, and they create presentations to support academic skills. Students learn listening and organizational skills and set attainable learning goals. Students become responsible users of technology as they learn about Internet safety and appropriate online behavior.

Physical Education
Each week, students learn new games and activities that are grouped in thematic units including Making Healthy Choices and Games Around the World. In addition to doing the activities described in the lessons, students have the option of participating in yoga or an individual sport.

© Course requires a free third-party download.
Language Arts
Students explore topics and apply reading, writing, speaking, and listening practices outlined in the Common Core State Standards and other state standards. They are given the opportunity to apply word-attack skills to increasingly complex texts and build their oral and sight vocabularies through daily instruction. While practicing new skills, students take part in activities based on selections they are reading. Students apply handwriting and grammar skills to frequent narrative, informational, and opinion pieces.

Math
Students explore topics, and apply mathematical practices outlined in the Common Core State Standards and other state standards. Students use hands-on activities to study time, money, geometry, and fractions. They connect numbers to statistics using basic algebraic concepts and simple graphs. Students also investigate measurement topics such as weight, mass, capacity, time, and temperature.

Science
This course stimulates students' curiosity about the world around them. They investigate energy and changing states of matter, such as liquid water changing to water vapor, and they create a weather chart. Students enjoy hands-on and virtual activities as they investigate the importance of water and vegetation in life science and explore forces in physical science.

Social Studies
Students explore basic concepts of history, geography, economics, and government while discovering more about world cultures. Students practice basic map, chart, graph, and critical-thinking skills. They also learn about ordinary people who demonstrate good citizenship and famous people who have influenced our country and the world.

Electives
Art
Students learn how the elements and principles of art are combined to create unique and expressive artwork. They explore how art is connected to other subjects such as science and math. Students also learn the basics of drawing, painting, and three-dimensional design.

Educational Technology and Online Learning
In this course, students use appropriate technology tools and resources to complete projects and solve problems. Students use software to draw, write, organize, and present information. Students learn listening and organizational skills and set attainable learning goals. Students become responsible users of technology as they learn about Internet safety and appropriate online behavior.

Physical Education
Each week, students learn a new game or activity based on thematic units including Games You Can Make and Games Around the World. In addition to doing the activities described in the lessons, students have the option of participating in yoga or an individual sport.

Course requires a free third-party download
Language Arts
Students explore topics and apply reading, writing, speaking, and listening practices outlined in the Common Core State Standards and other state standards. As they read critically and analyze literature and informational texts, they are also learning and applying new word-study skills. Writing progresses to paragraphs and, eventually, longer compositions. As they compose, students learn the five stages of writing: planning, drafting, revising, editing, and publishing. Students also begin to conduct short research projects.

Math
Third grade math provides the opportunity for students to explore topics and apply mathematical practices outlined in the Common Core State Standards and other state standards. Multiplication and division are introduced as well as adding and subtracting decimals. Students' understanding of these operations continues to develop as they apply problem-solving strategies and mathematical reasoning to solve problems. Students use hands-on activities to explore geometric patterns, shapes, and solids. They also use tools to determine measurements including time and temperature. In the probability unit, students gather data, create graphs, and perform experiments.

Science
Students explore the living world and the sky above. In life science, students begin by analyzing things that make up our living world and then study life cycles and the ecosystems. They study the composition of Earth as well as its location in relation to the sun and moon. In physical science, students investigate the properties of matter.

Social Studies
This course centers on the theme of community, focusing on history, along with civics, economics, and geography. Students compare communities and examine the American political system, including the Declaration of Independence, the U.S. Constitution, and the three branches of government, all within the context of a citizen's rights and responsibilities. Students are introduced to economics by studying money, prices, and supply and demand, with a special emphasis on making good personal economic decisions.

Electives
Art
Students engage in arts and crafts that explore the characteristics of the four seasons. As they study the art of various cultures, they will be introduced to art history and art criticism. Students also use a variety of media to create two- and three-dimensional projects.

Educational Technology and Online Learning
In this course, students use appropriate technology tools and resources to complete projects, manage information, and solve problems. Students use software to write, organize, analyze, and present information. Students learn listening and organizational skills and set attainable learning goals. Students become responsible users of technology as they learn about Internet safety and appropriate online behavior.

Physical Education
By third grade, students are expected to understand and demonstrate clearly defined combinations of movements, and they learn one or more new activities each week. The students learn the importance of nutrition as it relates to health and physical fitness. Students also have the option of participating in yoga or an individual sport.
Language Arts

Students explore topics and apply reading, writing, speaking, and listening practices outlined in the Common Core State Standards and other state standards. They learn to understand vocabulary and read more independently. Basic writing skills are reinforced as students write longer, well-organized narrative, informational, and opinion compositions. Spelling, handwriting, and proper language usage are also emphasized. Daily spelling activities help students learn to spell and use words correctly.

Math

Students explore topics and apply mathematical practices outlined in the Common Core State Standards and other state standards. Mastery of basic skills helps students multiply two-digit numbers and divide three-digit numbers by one-digit divisors. Measurement covers both customary and metric units. Students also study geometry concepts including lines, angles, polygons, perimeter, area, and congruence. Fourth grade math also covers equations, statistics using data and graphing techniques, and probability concepts. Throughout the course, students practice problem-solving strategies and explain mathematical reasoning.

Science

Students in this course use the scientific method to complete hands-on and virtual explorations. In the area of life science, they explore the differences and similarities among organisms. In Earth science, students investigate the differences between rocks and minerals and explore forces and forms of energy. Students are also introduced to the idea of a career in science.

Social Studies

A regional approach is used to examine the geography and history of the United States in this course. During their studies, students learn how to use different types of maps and apply geographic skills and concepts. The course emphasizes the role of the individual in the community and the concept of change over time.

Electives

Art

In this course, students are introduced to works of art from several continents. As they become more familiar with art elements and the principles of design, they learn how these are applied in creating visual art in diverse cultures around the world. In addition, students use various media to create two- and three-dimensional projects.

Educational Technology and Online Learning

In this course, students use appropriate technology tools and resources to complete projects, manage information, and solve problems. Students use software to write, organize, analyze, and present information. Students become responsible users of technology as they learn about Internet safety, appropriate online behavior, and effective search and website evaluation strategies.

Physical Education

By fourth grade, students are ready for more advanced instructions for both individual and partner activities. They understand rules and the importance of following them, and their hand-eye coordination has improved. Students learn the importance of nutrition and exercise as they relate to health and physical fitness. Students have the option of participating in yoga or an individual sport.
Language Arts
Students explore topics and apply reading, writing, speaking, and listening practices outlined in the Common Core State Standards and other state standards. Writing instruction focuses on structure, format, and grammar. Students use effective planning tools such as graphic organizers and outlines to create narrative, informational, and opinion compositions.

Math
Students explore topics and apply mathematical practices outlined in the Common Core State Standards and other state standards. The order of operations is discussed, and students learn to solve and write equations and inequalities. Students advance in geometry as they classify two- and three-dimensional solids; calculate the surface area and volume of regular and irregular figures; explore graphing and probability; create circle graphs; and make predictions based on statistics. Throughout the course, students practice problem-solving strategies and explain their mathematical reasoning.

Science
Students continue to sharpen their investigative skills. In life science, students examine the living world, and in physical science, they explore characteristics of matter, sound, and light. Students also learn about Earth's composition and the forces that shape its surface. The scientific method is reinforced, and careers in science are discussed.

Social Studies
In this course, students trace the history of the United States from the earliest Americans to the 21st century. Students practice map skills as they chart the growth of the nation and develop their ability to compare, sequence properly, and interpret sources. Students also study how geography has affected culture and historic events.

Electives
Art
Students are introduced to various works of art, and they become familiar with art elements and the principles of design. They examine how these elements and principles were applied to create visual art in different time periods and cultures. Students use assorted media to create two- and three-dimensional projects.

Educational Technology and Online Learning
In this course, students use appropriate technology tools and resources to complete projects, manage information, and solve problems. Students use software to write, organize, analyze, and present information. Students learn listening and organizational skills and set attainable learning goals. Students become responsible communicators and users of technology as they learn about intellectual property, Internet safety, and effective search and evaluation strategies.

Physical Education
By fifth grade, students understand the concept of fair play and playing by the rules. Respecting themselves and others is emphasized during cooperative physical education activities. Students learn the importance of nutrition and exercise as they relate to health and physical fitness. They have the option of participating in yoga or an individual sport.
K-5 Electives

Discovering Music I, II, III (3-5)
Designed for students in grades 3-5, these courses teach students fundamental musicianship skills from a Western Classical approach while aligning to national music education standards. The courses challenge students to improve their listening, notation, analysis, performance, and improvisation skills. With audio, visual, and interactive technologies, these courses provide a unique and advanced learning experience for students in these grades.

Elementary Chinese I and II (3-5) **
Students learn Mandarin Chinese through conversations with a native speaker. Cultural explorations lead students to make connections between their cultures and those of people in the Mandarin-speaking world. These introductory courses use many interactive components to engage students with the Chinese language and culture. (The courses are offered for students in third, fourth, and fifth grade.) This course requires a headset and microphone which is compatible with the computer being used for the course. This equipment is not provided.

Elementary Sign Language
This course introduces students to the fundamentals of American Sign Language through the use of vocabulary, grammar, and conversation as well as basic signing and fingerspelling techniques. Special activities and exercises also help students understand the culture of the deaf and hard of hearing community.

Elementary Spanish I and II (3-5) **
These highly interactive courses enable students to communicate with a native speaker and make connections between their culture and the culture of people in the Spanish-speaking world. Students further develop their Spanish communication skills as they study familiar topics such as school, clothes, and community. (These courses are offered for students in third, fourth, and fifth grade.) This course requires a headset and microphone which is compatible with the computer being used for the course. This equipment is not provided.

Experiencing Music I, II, III (K-2)
Designed for students in grades K-2, these courses introduce younger students to the basic components of music: melody and rhythm. Students use these components to explore their own voices by creating beats and rhythms. In addition, students use critical-listening skills to analyze music they hear as they participate in interactive experiences. With audio, visual, and interactive technologies, these courses provide a unique and advanced learning experience for students in these grades.

Gifted and Talented Language Arts 3 A&B †
This course provides students opportunities to work at an accelerated pace, while engaging in more complex and challenging instructional activities. Students are provided opportunities for increased student-teacher interaction and discussion, as well as increased interaction with their peers. This course focuses on developing critical thinking and analytical skills. Students also create compositions throughout the course by moving through the five stages of the writing process: planning, drafting, revising, editing, and publishing. Students continue to master the basic skills of writing with instruction in spelling, handwriting, grammar, and language usage.

Gifted and Talented Language Arts 4 A&B †
This course provides students opportunities to work at an accelerated pace, while engaging in more complex and challenging instructional activities. Students are provided opportunities for increased student-teacher interaction and discussion, as well as increased interaction with their peers. Oral language skills are developed with instruction in oral compositions, interviews, and discussion. Writing skills are reinforced with instruction in spelling, handwriting, grammar, and language usage. Classic and award-winning children’s literature carries students across oceans and through centuries as tales of adventure unfold.

† Must accompany G&T Literature Study
** Please note: The World Languages courses require a headset and microphone which is compatible with the computer being used for the course. This equipment is not provided by Connections Learning.
**Gifted and Talented Language Arts 5 A&B†**
This course provides students opportunities to work at an accelerated pace, while engaging in more complex and challenging instructional activities. Students are provided opportunities for increased student-teacher interaction and discussion, as well as increased interaction with their peers. Critical thinking skills are intertwined with novel activities in order to sharpen students' analytical abilities. Reading comprehension instruction allowing students to practice identifying main ideas and themes in any given reading passage. The writing content throughout the course concentrates on crafting quality sentences, organizing paragraphs, summary writing, and adding detail to writing.

**Gifted and Talented Literature Study 2 #**
The Junior Great Books™ program involves a student in reading engaging literature and participating in rich discussion. The literature included in the Junior Great Books program is chosen to spark a high level of thinking and expose the student to rich language and vocabulary. The teacher and Learning Coach use the Shared Inquiry™ method to help a student acquire the qualities and strategies of effective readers and thinkers. The student learns to read actively, noticing thoughts and questions that come to mind during the act of reading. The student also learns to use the text, his own experiences, prior knowledge, and critical and creative thinking to participate in discussions about the text. These discussions help the student answer their own questions, satisfy their curiosity, and think more deeply about the content and process of their reading.

**Gifted and Talented Math 3 A&B**
This course provides students opportunities to work at an accelerated pace, while engaging in more complex and challenging instructional activities. Students are provided opportunities for increased student-teacher interaction and discussion, as well as increased interaction with their peers. Adding, subtracting, multiplying, and dividing are introduced in a way that provides students with a conceptual understanding of the operations. Statistics is presented by creating graphs and conducting experiments in probability. Students also have the opportunity to study geometry concepts, including lines, angles, shapes, perimeter, area, congruence, and similarity.

† Must accompany G&T Literature Study
# Designates course is an elective credit.

Junior Great Books and Shared Inquiry are trademarks of The Great Books Foundation.
**Gifted and Talented Math 4 A&B**
This course provides students opportunities to work at an accelerated pace, while engaging in more complex and challenging instructional activities. Students are introduced to more complex activities, such as adding, subtracting, multiplying, and dividing decimals, fractions, and fractions with mixed numbers. Patterns and variables are studied as a precursor to solving equations and inequalities. Students learn number theory to help them understand divisibility, factors, and prime numbers. Throughout the course, students are provided opportunities for increased student-teacher interaction and discussion.

**Gifted and Talented Math 5 A&B**
This course reinforces students' understanding of mathematical concepts in preparation for higher level courses. Students learn to create, analyze, and interpret graphs in their study of statistics. Geometry continues to be explored, with students classifying polygons and using measurement skills to find the perimeter, area, and volume of geometric figures. In addition to learning basic probability and permutations, students begin their algebra studies with solving equations and inequalities.

**Gifted and Talented Science 3 A&B**
This course introduces science as an adventure in learning about the world around us. Through hands-on activities, student-designed experiments, research, and guided readings, students begin exploring the life and Earth sciences. In the Earth science unit, students learn about the Earth and its changing features. In life science, they explore the living world and its organisms. Designed to accommodate a variety of learning styles, the lessons encourage students to apply new concepts through activity-centered learning, reading, and traditional research and instruction methods. Students also explore the scientific method and various careers in science.

**Gifted and Talented Science 4 A&B**
This course deepens the student's understanding of the life and Earth sciences through observation, research, and experimentation. Our life science unit explores the differences and commonalities between organisms. The Earth science unit investigates the Earth's different land features and how to care for the Earth in the 21st century. Students become engaged while observing seed growth, exploring the effects of flooding on a riverbank, and conducting a variety of experiments.

**Gifted and Talented Science 5 A&B**
This exciting course encourages students to see themselves as scientists by empowering them to make their own discoveries. Students begin by studying the roles of scientists and the scientific method and then explore the Earth and life sciences in the context of the discoverer. In life science, they study cells and heredity. In Earth science, students design their own experiments for investigating the earth's composition and the factors affecting that composition. A range of activity-based learning and traditional instruction engages students of diverse learning styles.

**Home Life**
In this course, students select from a number of projects that develop skills through fun, experiential learning projects. Activities include cooking, crafts, sewing, home maintenance, family outings, and genealogy. Projects feature photography as well as textiles and clothing.

**WebQuest**
This interactive elective allows students to participate in a unique online experience. The course is primarily based on students' collecting, submitting, and tracking their own data. In addition, students are able to share the collected information with other students online.
Language Arts 6 A&B
In sixth grade, through the literature of authors such as Jane Yolen, Francisco Jiménez, and e.e. cummings, students ponder such questions as, "What's fair and what's not?"; "What makes a hero?"; and "What makes you who you are?" While exploring the literary genres of informational text, biography, autobiography, persuasive text, poetry, fiction, folktales, nonfiction, and drama, students strengthen their reading and writing skills and vocabulary development.

Language Arts 7 A&B
In seventh grade, through the literature of authors such as Rita Dove, Gary Soto, and Langston Hughes, students think about questions like, "How can we become who we want to be?"; "Whom can we really count on?"; and "Who influences us?" While exploring the literary genres of informational text, biography, fiction, persuasive text, nonfiction, folktales, poetry, and historical documents, students strengthen their reading and writing skills and vocabulary development.

Language Arts 8 A&B
In eighth grade, through the literature of authors including Maya Angelou, Yoshiko Uchida, and Nikki Giovanni, students contemplate questions such as, "How do you stay true to yourself?"; "How do you keep from giving up when bad things happen?"; and "What is the American dream?" While exploring the literary genres of autobiography, biography, folktales, informational text, poetry, fiction, drama, persuasive text, and historical text, students strengthen their reading and writing skills and vocabulary development.

Algebra Readiness A&B (Pre-Algebra) (8) ◊
In this course, the student will be introduced to basic algebraic principles. The text, Prentice Hall Mathematics: Pre-Algebra, provides the basis for the course content. The student will solve equations and inequalities with positive and negative integers, decimals, and fractions. The student will then use these algebra skills to work with ratios, proportions, and percents. In the second course, the student will explore basic algebraic principles. The student will also examine and evaluate two-step and multi-step equations and inequalities and then explore and use graphs to solve linear relations and functions. Next, the student will be introduced to basic concepts of geometry including angle relationships, parallel lines, polygons, circles, and transformations. The student will continue to apply his knowledge of geometry and algebra to solve area and volume problems. Then the student will explore nonlinear functions and polynomials. Finally, the student will examine properties of right triangles, data analysis, and probability.

Essential Algebra Readiness A&B (Pre-Algebra) (8) ◊
In this course, the student will be introduced to basic algebraic principles. The student will review properties of expressions and integers. The student will solve one-step equations and inequalities with positive and negative integers, decimals, fractions, and exponents. Then the student will explore problems involving operations of fractions and will apply his knowledge of algebra to solve real-world ratio, proportion, and percent problems. Finally, the student will be able to examine and evaluate two-step and multi-step equations and inequalities. In the second course, the student will explore basic algebraic principles. The student will examine and evaluate two-step and multi-step equations and inequalities and then explore and use graphs to solve linear relations and functions. Next, the student will be introduced to basic concepts of geometry including angle relationships, parallel lines, polygons, circles, and transformations. The student will also apply his knowledge of geometry and algebra to solve area and volume problems. Then the student will explore nonlinear functions and polynomials. Finally, the student will examine properties of right triangles, data analysis, and probability.

◊ Course requires a free third-party download
Essential Math 6 A&B
In this course, students use the four mathematical operations with decimals, fractions, and integers. Patterns and variables are studied as a precursor to solving equations and inequalities. Students learn number theory to help them understand divisibility, prime numbers, factors, and multiples. They also learn about ratios, proportions, and percents and apply them to scale drawings. The course also covers basic statistics and the fundamentals of geometry.

Essential Math 7 A&B
This course reinforces students’ understanding of mathematical concepts in preparation for higher level courses. Students learn to create, analyze, and interpret graphs in their study of statistics. Geometry continues to be explored, with students classifying polygons and using measurement skills to find the perimeter, area, and volume of geometric figures. In addition to learning basic probability and permutations, students begin their algebra studies with solving equations and inequalities.

Math 6 A&B *
Students connect ratio and rate to whole number multiplication and division and also use the concepts of ratio and rate to solve problems. In addition, they extend their understanding of dividing fractions and of writing, interpreting, and applying expressions and equations as well as develop an understanding of statistical thinking.

Math 7 A&B *
Students build on their knowledge of proportional relationships and operations with rational numbers. They solve real-world problems involving scale drawings, geometric constructions, area, surface area, and volume. Students also draw inferences about populations based on samples.

Science 6, 7, and 8 A&B
In the spirit of the Next Generation Science Standards (NGSS) and in accordance with 21st century skills, the new media-rich science courses enable students to engage actively in inquiry-based investigations, STEM (science, technology, engineering, and mathematics) projects, as well as cross-disciplinary and cross-curricular activities. Students make connections, collaborate, and reflect on their learning as they work through the content. The science program consists of life science, Earth science, and physical science units that cover topics listed below. Because each course is designed to meet both national and state-based standards, the sequence of content will vary by state and may include:

- Structure of the cell
- Organism systems and information processing in the body
- Transfer of matter and energy in organisms and ecosystems
- Interdependent relationships in ecosystems
- Natural selection and adaptations
- Growth, development, and reproduction of organisms
- Earth and space systems
- Earth's surface and interior processes
- Weather and climate
- Human impacts on Earth
- Structure and properties of matter
- Chemical reactions
- Forces, energy, and motion
- Waves and electromagnetic radiation

* Designates course is new, revised, or expanded
Social Studies 6 A&B
In sixth grade, students focus on ancient civilizations. They begin by analyzing a historian's role and utilizing the tools and skills he or she would use including building timelines, studying geography, and evaluating multiple sources. Students trace how societies shifted from hunting and gathering to farming. They also trace the development of ancient China, India, Mesopotamia, Egypt, Greece, and Rome. Students enhance their critical thinking by interpreting primary sources and reading eyewitness accounts to draw conclusions.

Social Studies 7 A&B
In seventh grade, students study political, economic, and social changes from the fifth century to modern times. They utilize their critical-thinking skills by making connections between historical events, such as the rise and fall of empires and the rise of democracy, and analyzing long-term changes and recurring patterns in world history. Students complete a comprehensive study of the history, geography, and cultures of nations in North and South America. Thinking as historians, they read primary source documents, form hypotheses, and draw conclusions.

Social Studies 8 A&B †
Social Studies 8 examines the American experience from pre-colonial times through Reconstruction following the Civil War. U.S. political, economic, and social history is explored from a chronological point of view with lessons that develop the students' abilities to analyze, interpret, and evaluate different forms of information. Throughout the course, students make connections between historical events and their impact on the American people and landscape.

Art 6, 7 & 8 A&B ♣
In middle school, students explore how art can be used for design, functionality, or personal expression. They study how American and international visual art influences ideas, actions, cultures, and environments. Students use various media and techniques to create two- and three-dimensional visual art projects. Through discussions of art history and criticism, students learn methods to analyze, interpret, and judge artworks. Students also make connections between art and artists, from across time and location, and explore how science, math, history, and religion impact art.

Business Keyboarding
Students begin by learning the functions of all the keys and how to find them quickly. They explore the alphabetic and numeric keyboard, study the history of the keyboard (and new technology), and build speed and accuracy. Proper formatting for various academic and business documents, a discussion on business ethics, and the importance of keyboarding in virtually every career are also covered.

Educational Technology and Online Learning 6, 7 & 8 ♣
Students use electronic media and software to apply academic concepts as they create meaningful organizers, projects, and presentations. Students locate, retrieve, and evaluate data in order to construct and analyze databases. They produce presentations on Internet safety, online predators, and cyberbullying. Students become effective communicators and collaborators as they plan, evaluate, and synthesize research emphasizing current issues with technology.

Exploring Music I, II, III
This series of courses is designed to teach students fundamental musicianship from a Western Classical approach while aligning to national music education standards. Through the use of virtual tools and an analysis of classic repertoire, students improve their rhythm, listening, notation, analysis, performance, and improvisation skills. With audio, visual, and interactive technologies, the course sequence provides a unique and progressively more advanced learning experience for students in grades 6-8.

Course requires a free third-party download
† Designates course is new, revised, or expanded
Must accompany G&T Literature Study
Gifted and Talented Language Arts 6 A&B †
This course provides students opportunities to work at an accelerated pace, while engaging in more complex and challenging instructional activities. Students are provided opportunities for increased student-teacher interaction and discussion, as well as increased interaction with their peers. This course deepens students' appreciation of literature through the reading and comprehension of a variety of works from poetry to novels. Grammar, vocabulary, and spelling are incorporated to help students master the mechanics of English. Students create paragraphs and short essays to promote their understanding of the writing process and respond to literature.

Gifted and Talented Language Arts 7 A&B †
This course provides students opportunities to work at an accelerated pace, while engaging in more complex and challenging instructional activities. Students are provided opportunities for increased student-teacher interaction and discussion, as well as increased interaction with their peers. This course uses a variety of texts to guide students into becoming better readers. Students enhance their writing skills through grammar, mechanics, and language development, and they learn useful writing techniques in the context of crafting autobiographical accounts, research papers, poetry, and persuasive essays.

Gifted and Talented Language Arts 8 A&B †
This course provides students opportunities to work at an accelerated pace, while engaging in more complex and challenging instructional activities. Students are provided opportunities for increased student-teacher interaction and discussion, as well as increased interaction with their peers. Building on the reading comprehension skills learned in Language Arts 7, this course delves more deeply into literature and writing and prepares students for high school coursework. In addition to improving reading comprehension and communication skills, two novels are read and analyzed, enhancing skills such as predicting, clarifying, summarizing, and identifying plot development.

Gifted and Talented Math 6 (Pre-Algebra) A&B
Students are introduced to basic algebraic principles in this course by solving equations and inequalities with positive and negative integers, decimals, and fractions. Students move on to working with ratios, proportions, and percents, and then to solving two-step and multi-step equations and inequalities. A look into relations and functions demonstrate how to find the slope, y-intercept, and solve systems of linear equations. Algebra skills are applied across math disciplines with the study of right triangles, data analysis, and probability.

Gifted and Talented Math 7 (Algebra I) A&B
This course provides students opportunities to work at an accelerated pace, while engaging in more complex and challenging instructional activities. This algebra course starts with a review of basic real number operations and properties, then continues on to more complicated concepts such as multi-step equations and inequalities, proportions (in preparation for graphing functions), exponents, and polynomials. Coursework also includes problem-solving and test-taking strategies gearing students for continued study in high school. Students are provided opportunities for increased student-teacher interaction and discussion, as well as increased interaction with their peers.

Gifted and Talented Math 8 (Geometry) A&B
This course provides students opportunities to work at an accelerated pace, while engaging in more complex and challenging instructional activities. Using the basic principles of logic, students learn geometry through constructing formal proofs and studying parallel and perpendicular lines, triangles, and equilaterals. Students learn to find area and volume, and study the concept of similarity as it relates to various figures, including circles and their unique properties. Students are also provided opportunities for increased student-teacher interaction and discussion, as well as increased interaction with their peers.

† Designates course is new, revised, or expanded
† Must accompany G&T Literature Study
^ G&T Science courses include the core grade level science course and a G&T accompanying course combined
Electives (continued)

Gifted and Talented Science 6 A&B
Students learn how science is around them every day. Through interactive labs and engaging assignments, students discover the key elements of Earth, life, and physical sciences. The nature of matter is explored, covering the properties of a simple atom to those of more complex molecules. Energy and motion are also introduced, and a biology unit examines organisms and the principles of heredity. Units on Earth and space science provide detailed information about the planet, the universe, and the relationships between them.

Gifted and Talented Science 7 A&B
Science for seventh graders is an integrated approach with opportunities for students to explore concepts in earth science, life science, and physical science. Students learn lab report processes and protocols, and these skills are utilized throughout the course. Earth science investigates the properties of rocks and minerals, patterns in the atmosphere, and the solar system. Students describe the structures of living things, explore how living things interact, and learn about various human body systems in the life science unit. Physical science covers physical and chemical properties of matter, different types of forces and motion, and various forms of energy.

Gifted and Talented Science 8 A&B
Focusing on the fundamentals of Earth, life, and physical sciences, Science 8 lessons are designed to engage students through exploration and discovery. Life science units expose students to traits and how they change, relationships between organisms and their environments, and cycles in nature. Earth’s changing geology is studied in the Earth science unit, in which students learn the causes and effects of earthquakes and volcanoes and the bodies that comprise the solar system. In the physical science unit, students learn about atoms and elements and how to calculate different forms of motion and force.

Health and Physical Education 6, 7 & 8
With the support of virtual friends, students determine current personal fitness levels and learn to improve those levels. Students also learn safety rules for exercise, how to create equipment from household items, how different activities target different body parts, how to set and reach a goal, and how to be good sports. Activity choices are plentiful, leading students to a healthy and physically active lifestyle. Students keep a log of physical fitness activities so they can monitor and reflect on personal progress.

Home Life
In this course, students select from a number of projects that develop skills through fun, experiential learning projects. Activities include cooking, crafts, sewing, home maintenance, family outings, and genealogy. Projects feature photography as well as textiles and clothing.

Middle Chinese I and II
In Chinese I and II, students have the opportunity to “see it, hear it, say it, and write it” as they interact with content and communicate with native speakers throughout the courses. Familiar characters introduce the students to lesson content and serve as tour guides as students visit the Great Wall, meet pandas in Sichuan, and celebrate the Lantern Festival. This course requires a headset and microphone which is compatible with the computer being used for the course. This equipment is not provided.

Middle Sign Language
This course introduces students to the fundamentals of American Sign Language. They explore vocabulary, grammar, and conversation by using basic signing and fingerspelling techniques. Special activities and exercises also help a student understand the culture of the deaf and hard of hearing community.

^ G&T Science courses include the core grade level science course and a G&T accompanying course combined.
** Please note: The World Languages courses require a headset and microphone which is compatible with the computer being used for the course. This equipment is not provided by Connections Learning.
Middle Spanish I and II **
Spanish I and II introduce students to Spanish language and culture. Student guides share information on topics such as family and friends, home, food, clothing, and neighborhoods. Culture is presented throughout the course to help students make connections between their culture and the culture of people in the Spanish-speaking world. Opportunities for students to communicate with native speakers throughout the course provide a real world context. This course requires a headset and microphone which is compatible with the computer being used for the course. This equipment is not provided.

MS Digital Arts I
Students learn basic concepts essential to visual and digital art such as line, shape, form, color, value, space, and texture. They use Inkscape, a vector drawing application, to create original digital art and complete a still life scene for a course-long art project.

MS Introduction to Entrepreneurship I
Students learn the basics to plan and launch their own business by studying successful entrepreneurs and basic economic concepts such as competition and production, setting up a business plan, and marketing a company.

WebQuest
This interactive elective allows students to participate in a unique online experience. The course is primarily based on students’ collecting, submitting, and tracking their own data. In addition, students are able to share the collected information with other students online.

** Please note: The World Languages courses require a headset and microphone which is compatible with the computer being used for the course. This equipment is not provided by Connections Learning.
Grades 9–12
Course Descriptions
English 9 A&B *
Classic and contemporary works of American, British, and world literature in a variety of genres are introduced in English 9. Students analyze short fiction, nonfiction, and poetry selections. Students also read and analyze novels and other major literary works. Reading and writing assignments strengthen students' understanding of literary elements in poetry, fiction, and drama; the characteristics of narrative, expository, and persuasive writing; correct grammar and usage; and research skills. The thematic units include works by Homer, Gabriel García Márquez, and Leslie Marmon Silko.

English 10 A&B *
The timeless themes in world literature are emphasized in English 10, which includes literature of the Americas, Europe, the Middle East, Asia, the Pacific Rim, and Africa. A classic world literature selection introduces each region, followed by contemporary short fiction, poetry, and drama. Students explore the cultures from which each piece of literature derives and consider the similarities that unite the human family. The survey of world literature includes works by Margaret Atwood, Pablo Neruda, and Eugene Ionesco. Students continue to strengthen their mastery of the writing process and compose for various purposes. Skills are further developed, including the research process and oral communication.

English 11 A&B *
Students focus on the literary movements that comprise American literature and trace the chronology of national literature from the early American and colonial period through the contemporary period. Students read selections from the Native American oral tradition, seminal historical documents and essays, in addition to fiction, nonfiction, poetry, and drama. The survey of American authors includes Mark Twain, Ralph Ellison, and Julia Alvarez. Students continue to strengthen and apply higher-level critical reading, literary analysis, and research skills through the use of visual organizers and notetaking strategies.

English 12 A&B *
Students study classical and contemporary British literature from the Anglo-Saxon period to the modern era. They examine how the historical, social, and cultural contexts of each period influenced writers. Particular attention is given to the form and function of different types of literature including epic poetry, allegory, poetry, fiction, nonfiction, and drama. The survey of British literature includes excerpts from Geoffrey Chaucer, William Shakespeare, and Virginia Woolf. Students write creative and analytical compositions and participate in collaborative discussions to refine their writing products.

Journalism A&B
Students gain firsthand experience writing news, sports, and feature articles and following proper journalism guidelines. The activities and assignments simulate an actual newsroom.

Speech and Debate
Using video tutorials, students study verbal and nonverbal techniques—including those of famous orators—to use when presenting simple and complex ideas and when speaking to a group. Using an audiovisual tool to record their speeches, students learn how to speak persuasively, develop position statements, support their arguments, and think analytically. Brainstorming techniques, media analysis, research skills, and presentation strategies are also discussed.

* Also offered as an Honors course
- Course also offers a Foundations level
Advanced Algebra with Financial Applications A&B
Students explore topics such as saving money, spending money, and dealing with debt. Formulas to determine account balances, monthly payments, and total costs are evaluated and applied. Incorporating real-world scenarios, students learn about mortgages, investments, and retirement, which serves as a foundation for making future financial decisions.

Algebra 1 A&B
Students learn about the properties of real numbers and apply their knowledge to equations, inequalities, and multi-step equations. They move on to identify, write, and graph functions and equations; simplify radical expressions; solve quadratic equations; and factor and perform operations with binomials and polynomials. Students calculate slope and use the slope-intercept form to graph linear equations. They also learn to solve systems of equations and inequalities both graphically and algebraically.

Algebra 2 A&B
Students engage in high-level mathematical discussions and apply algebraic concepts to real-world scenarios as they build on prior knowledge of functions, systems of equations, the quadratic formula, and factoring. Students also continue to study arithmetic and geometric sequences and series, probability and statistics, and trigonometric identities and equations.

Geometry A&B
This course guides students through the exploration of geometric figures. They analyze plane figures and three-dimensional figures and apply formulas to calculate area, surface area, and volume. They learn how to use inductive and deductive logic to conduct formal proofs through predictions, counterexamples, and drawing conclusions. Students also conduct detailed analyses of the properties of parallel and perpendicular lines, triangles, polygons, quadrilaterals, and circles, including similarity and transformations.

Precalculus A&B
This course includes an in-depth study of functions. Students review the principles and techniques of algebra, geometry, and trigonometry, and they learn to explore, solve, and evaluate various functions, equations, and inequalities. Mathematical reasoning and problem solving are stressed to prepare students for calculus at the high school or college level. A TI-83+ or TI-84+ graphing calculator is strongly recommended.

Statistics A&B
In this course, students are introduced to the major concepts of collecting, organizing, and drawing conclusions from data. Students have the opportunity to observe patterns and departures from patterns, plan a study, produce models using probability and simulation, and use statistical inference to confirm models.

Explorations in Mathematics A&B
Students delve into fundamental math concepts and apply those concepts to real-life situations. Topics covered include prime factorization, operations with rational numbers and integers, solving equations, properties of real numbers, and basic statistics. The goal is to establish a solid base for studies of more advanced math.

Consumer Math A&B
Students focus on math skills and problem-solving strategies that are relevant to practical financial applications. Topics include planning and managing a budget, avoiding common financial pitfalls, and posing questions to businesses and companies. Students also learn to examine their own spending behavior and evaluate purchasing decisions.

* Also offered as an Honors course
• Course also offers a Foundations level
• Course requires a free third-party download
Science

**Biology A&B**
Students have frequent opportunities to debate scientific findings and analyze how biology impacts society as they study topics such as ecology, genetics, and anatomy. Using both hands-on experiments and interactive tools, they also study cells, compare microorganisms, investigate plant and animal structure and function, and explore the history of life on Earth.

**Chemistry A&B**
Students are given the opportunity to model atomic structure and to observe, represent, and interpret reactions between atoms and molecules. Students investigate the properties of solutions and analyze the nature of solids, liquids, and gases using interactive tools. They describe and calculate the energies of different types of reactions and explore electrochemistry.

**Earth Science A&B**
Students look at our planet's place in the universe, at its composition, and at the many changes it may undergo. In addition, they study Earth's history by comparing landforms, investigating the properties of rocks and minerals, analyzing weather patterns, and examining the relationships between the Earth, moon, and sun.

**Earth Space Science A&B**
Students focus on the study of space and the geologic and atmospheric forces that shape our world. Through experimentation and investigation, students explore Earth cycles including the geosphere, hydrosphere, cryosphere, atmosphere, and carbon cycle. They learn about scientific inquiry, geologic time, space exploration, the solar system, and the universe. Students use Web 2.0 tools, interactive experiences, higher-order thinking, collaborative projects, and real-world application through labs and a variety of assessments.

**Environmental Science A&B**
Students have an opportunity to study the fundamentals of ecology and investigate ways to protect the environment. They review the scientific method and the water and carbon cycles. Students also take a look at various kinds of pollution and ways to safeguard our natural resources.

**Marine Science A&B**
Students delve deep into Earth's bodies of water and study geologic structures and how they impact oceans. They investigate characteristics of various populations, patterns of distribution of life in our aquatic systems, and ongoing changes occurring every day in the ecosystems. Students have the opportunity to explore the relationships among living organisms and see how they are affected by the oceans' currents, tides, and waves.

**Physical Science A&B**
Students explore and learn the basic concepts of chemistry and physics. The chemistry-focused lessons extend prior knowledge of the properties, states, and structure of matter; explore the dynamics of chemical bonding and reactions; and introduce students to nuclear chemistry. The physics-focused lessons enable students to explore motion, force, work, power, energy, wave mechanics, electricity, magnetism, optics, and the electromagnetic spectrum. Additional content includes Earth science. Hands-on explorations and virtual simulations enhance students' comprehension of key science concepts.

**Physics A&B**
Students apply the math and science skills they already learned to explain the laws of motion, analyze the laws of thermodynamics, describe the behavior of waves, and investigate the relationship between electricity and magnetism. They are introduced to quantum physics and are asked to apply physics concepts to real-life situations.
American Government A&B *
Magruder’s American Government provides the basis for instruction. In this course, the student will explore the foundations of American government and its fundamental principles and organization. The student will examine government concepts such as the growth of democracy, federalism, separation of powers, and checks and balances. The branches of government—legislative, executive, and judicial—are studied in depth. This course promotes understanding and participation in government by presenting information in a context that is relevant to the student. Activities in this course are designed to develop the student’s abilities to question, read, analyze, interpret, and evaluate different forms of information, as well as to communicate ideas to others. In the second semester course, the student will examine the basic rights and responsibilities of U.S. citizens and the foundations of American government. In addition, the student will explore constitutional freedoms, citizen requirements, and aspects of American law. Other topics covered include political parties, interest groups, ways to affect the government, and the influence of the media. Finally, the student will learn about local and state government structures, and compare political systems and economies from around the world.

Economics *
This course provides an introduction to macroeconomics and microeconomics and covers such basics as supply and demand, labor issues, financial markets, taxes, and international trade. Students also examine how capitalism and the global economy work.

Geography and Society
Students explore geography skills and principles as they examine several case studies with geographic implications. They gain an understanding of the ways that geography influences the daily lives of people around the world. This course covers the concepts of physical geography, human and environmental interaction, human systems, and the movement of peoples and their culture.

Personal Finance
Through real-world applications and clear, engaging lessons, Personal Finance prepares students for making sound financial decisions. Exercises illustrate the influence of economics in daily life and how financial decisions made today affect the future. The course covers topics such as financial and career planning; banking, savings, and investments programs; and stocks, bonds, and mutual funds.

Psychology A&B
The course begins with a review of the ways people have sought to explain human behavior from ancient times through today. Students explore research methods and discover how the scientific method has moved psychology from hypnosis and mesmerism to using serious inquiries to prove theories. They also investigate brain personality theories to help understand such complex mental processes as learning, memory, thought, and language.

United States History A&B *
Students follow the significant developments in America’s history. They explore the growth of American society from early settlement and colonization to the emergence of America as an independent nation. The causes and aftermath of the Civil War are discussed, as is America’s involvement in World War I. Students explore social and economic whirlwinds of the Roaring Twenties and the subsequent Great Depression, World War II, the Cold War, and the turmoil and societal changes of the 1960s and 1970s. The final part of the course explores America’s history from Watergate to the early 21st century. Throughout this course, geography and government concepts are introduced and discussed.

World Geography
Students explore the world’s cultural regions by focusing on location, physical characteristics, demographics, historical changes, economic activity, and land use. They are encouraged to examine real-life situations, develop an understanding of multiculturalism, and compare relationships between people and their environment.

World History A&B *
Pearson’s World History provides the basis for instruction. This course provides the student with a comprehensive examination of world history from ancient times through the Global Age. The student will begin by exploring prehistory and early civilizations, focusing on the ancient civilizations of the Americas, Egypt, India, China, Greece, and Rome. The student will then study Medieval Christian Europe from the early to the late Middle Ages, followed by regional civilizations with a focus on the Muslim world, Africa, and Asia. Finally, the student will explore early modern times with a focus on the Renaissance, Reformation, and the Global Age. The second semester course provides the student with a comprehensive examination of world history from the Age of Absolutism through the present day. The student will explore social, political, and economic changes of the nineteenth and twentieth centuries, focusing on the industrial Age and independence movements around the globe, including the impact of nationalism, imperialism, and the world wars. The later part of the course covers such topics as the Cold War, new nations, and the effects of globalization.

* Also offered as an Honors course
Course also offers a Foundations level
Management (CTE)

Introduction to Entrepreneurship I and II
Students learn the basics to plan and launch their own business by studying successful entrepreneurs and basic economic concepts such as competition, production, setting up a business plan, and more. In course II, students continue to develop skills including setting goals, understanding financial concepts, working with others, and managing employees.

Introduction to Marketing
In this Introduction to Marketing class, students will master the basics of marketing, including core concepts such as financing, pricing, distribution, product management, and more. Throughout the course they'll learn about the basics of economics and economic systems, managing business finances accounting practices, operating a business in the global marketplace, generating business ideas and seeking out business opportunities, creating a business plan, and promoting and advertising a business.

Sports Management
In this introduction to the fast-growing field, students explore topics such as sports marketing, branding, ticket sales, media relations, and ethics. They also learn tips for breaking into the industry. The activities and assignments require students to respond to real-world sports management scenarios.

Accounting I
This course provides students with an introduction to accounting concepts and principles, financial statements, internal control design, and accounting for partnerships.

Accounting II
The student will build upon knowledge gained in Accounting I and continue to explore topics such as corporate accounting and financial statements, long-term liabilities, cash flow, financial statement analysis, managerial accounting, budgeting, and using financial data to make business decisions.

Administrative Duties and Office Management
Students learn the skills and knowledge required to perform tasks in the administrative department of a medical office. Topics include, but are not limited to, receiving patients, scheduling appointments, handling medical records, and processing insurance claims.

Anatomy and Physiology
Students learn about anatomical structures and physiology of the human body. Body systems are discussed in terms of how each participates in homeostasis of the body. Students learn about selected major pathologies, including causes, symptoms, diagnostic procedures, and treatments, as well as common changes that occur through the life span.

Business Communication
Students explore business communication, including letters, memos, electronic communication, written reports, oral presentations, and interpersonal communication. Resumes, application letters, interviewing tips, and employment follow-up are also covered.

Business Information Systems
This course introduces students to various information and communications technologies and explains how information systems are used to solve problems and make better business decisions.
Business Law
Students explore principle areas of business law and topics such as torts, crimes, intellectual property, contracts, negotiable instruments, agency, employment, and forms of business organization. They learn rules of law and legal terminology, as well as legal solutions for business-related issues.

Business Math
The student will explore topics such as business statistics, profit calculations, payroll, banking, interest calculations, insurance, taxes, and other business topics.

Criminal Investigation
Students examine the process of identifying and arresting criminal suspects, types of crimes and offenses, and preparing for court. They study the history of criminal investigation and explore the relationship between investigation and the courtroom process by examining case studies.

Developmental Writing
The student will explore the fundamental tools and techniques needed to write clear sentences, effective paragraphs, and well-organized essays for general education courses and employment settings. Using standard American English, the student will learn to organize, clarify, and communicate written ideas, as well as how to use correct sentence structure, grammar, and parts of speech in written communication. The student will also develop skills in revising and editing to clarify voice, tone, style, and mode.

Health, Safety, and Nutrition
Students learn about the physical and psychological needs of children, from birth to age eight, and how to meet these needs in group settings. Topics include wellness of young children, standards, guidelines and national initiatives, children's nutritional needs, safe and healthy environments, emergency response, child abuse and neglect, educational experiences, and partnering with families.

Human Resources Management
The student will learn important human resource management skills used by business managers in day-to-day operations. While focusing on various aspects of human resource management and practices, problem-solving and critical-thinking skills are applied.

Introduction to Business
Students explore business in global society, learning terminology, concepts, systems, strategies, and current issues. Topics include the business environment, ethics, entrepreneurship and global business, management, marketing, production, information systems, and financial elements.

Introduction to Communication
The student will examine the communication process, including elements of listening and verbal and nonverbal communication. The course also explores how these communication elements operate between self, individuals, and groups. Communication concepts and skills are explored through a variety of methods and activities.

Introduction to Criminal Justice
Students explore law enforcement, the courts, and the correctional system. They study what crime is, how crime is measured, and theories of crime causation. They also examine issues and challenges within the criminal justice system and its future directions.

Introduction to Early Childhood Education
This course provides the historical, theoretical, and developmental foundations for educating young children, with emphasis on creating inclusive environments and curricula for diverse children and their families. Topics include historical influences, program types, guidance strategies, professionalism, current trends and issues, and advocacy.

Introduction to Finance
Students gain understanding of financial management, including key language and terminology, time-value of money, financial markets and securities, financial statements, financial analysis, risk and return, valuation of stocks and bonds, capital budgeting and valuation, cost of capital and capital structure, working capital management, dividend policy, and international finance. Students apply financial tools and understand how they impact financial decision making.
Introduction to Homeland Security
This course provides an overview of the elements involved in the homeland security function, as well as the challenges managers in government and industry can face while maintaining mission operations and staff accountability in the midst of multiple overlapping roles and responsibilities. The key functions of threat prevention, asset protection, crisis response, and operations recovery are addressed from a variety of perspectives.

Introduction to Law
Students receive an overview of substantive and procedural areas of law and legal practice. They explore the legal profession, courts, ethics, sources of law, and alternative dispute resolution systems, and they analyze an application of law to factual circumstances.

Introduction to Medical Assisting
Students explore the role of the medical assistant, including professionalism, duties and responsibilities, and medical specialties. Also included is information on medical law and ethics, office management, and compliance and regulatory issues affecting the role of the medical assistant.

Introduction to Paralegal Profession
The student will explore the role of paralegals in the legal system, paralegal skills, legal working environments, ethical considerations, and career opportunities. The student is introduced to the sources of law, an overview of courts, and alternative dispute resolution systems.

Introduction to Psychology
Students gain an understanding of human behavior, including biological foundations and the brain, sensation, motivation, and perception. Students explore the relationship between learning and memory; various personality theories; emotions; states of consciousness; cognition; life-span development; and applied psychology.

Introduction to Sociology
Students examine the sociological processes that underlie everyday life, focusing on globalization, cultural diversity, critical thinking, new technology, and the growing influence of mass media.

Introductory Astronomy
Students explore a broad range of astronomy topics, including the planetary system, stars, galaxies, and the universe. Students also learn about the scientific method and the evolution of scientific ideas.

Java Programming I ♦
The student will explore programming fundamentals, basic problem solving, variables and assignments, math, conditionals, control flow, methods and functional abstraction, objects and data abstraction, inheritance and polymorphism, exception handling, graphical user interfaces, and external libraries. The student will use Sun's Java® programming language throughout this course.

Java Programming II ♦
The student will explore programming fundamentals, linked lists, stacks, queues, binary trees, generics and interfaces, an introduction to Big O notation, Java® collections framework, analyzing complexity and implementing various sorting algorithms, graph applications, and advanced GUIs and graphics.

Leadership and Supervision in Business
This course examines the roles and responsibilities of supervisors in private, service, and public organizations. The student will gain an understanding of the expanded scope of supervisory responsibilities for business personnel ranging from first-time, first-line supervisors to top-level executives.

Medical Law and Ethics
The student will gain an understanding of the legal and ethical issues that can impact professional roles in health care settings. Laws that regulate the health care industry, such as HIPAA, the Patient's Bill of Rights, and standard of care, are introduced. The student is encouraged to consider the impact of personal ethics and morals on decision making.

♦ Course requires a free third-party download
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Medical Terminology
Students explore medical terminology and its symbols and abbreviations, as well as the application of this new language in health care. They learn medical terms relating to body structure and function, and how to construct terms using word parts such as roots, suffixes, and prefixes.

Principles of Management
The student is introduced to common management philosophies and issues in today's changing world. The student will study globalization, ethics, diversity, customer service, and innovation from a managerial perspective.

Principles of Marketing
Students explore factors influencing how marketing decisions are made, including the impact of marketing decisions on an organization and its customers. They gain a working knowledge of practical marketing and business vocabulary. They also evaluate how the actions of competitors influence marketing decisions in the global marketplace.

Public Speaking
The student will gain a basic understanding of public speaking and the basic elements of a speech. The student will learn strategies to effectively communicate, to adapt to different audiences, and to practice organizational methods to create engaging speech content. Throughout the course, the student will develop and present original speeches to classmates.

Research Methods
Students practice the fundamentals of scientific research methodology by examining a social issue. They develop a research question, find and evaluate existing research, and design and implement an objective research method.

Health, Fitness, and Nutrition A&B
This course covers first aid, the benefits of good nutrition, and the dangers of alcohol and drug use. Students learn how to evaluate their own fitness and nutritional needs and how to make changes that lead to a healthier lifestyle over the long run. Also discussed are strategies for resisting peer pressure and ways fitness can influence self-image and overall well-being.

Personal Fitness
Students learn the proper ways to exercise and eat healthy, how to assess their fitness level, and strategies for reaching their highest possible fitness level. They have the option of learning yoga in this course.

Physical Education
This course emphasizes self-directed activities that a student can participate in for a lifetime. This includes the option of learning and practicing yoga. Students' skill levels are measured with written assignments, class evaluations, and demonstrations of a particular skill.
Art History A&B
Students begin exploring the basic elements of art and its role in history through their examination of works from Paleolithic times to the Roman Empire. The goal is to enhance students' understanding of ancient history and show how art reflects historical events.

Chinese I A&B **
Spoken by one-fifth of the world's population, Mandarin is the dialect of Beijing and the basis for modern standard Chinese. This course emphasizes listening skills, including the mastery of Chinese tones and tonal changes, as well as vocabulary and grammar skills. Students also begin to identify and write Chinese characters.

Chinese II A&B **
This course enables students to further develop the skills of listening to, speaking, reading, and writing Mandarin Chinese at a more advanced level. As they are immersed in Chinese culture, students expand their vocabulary, practice interacting with others, and learn the use of appropriate terms to communicate in various everyday situations.

Chinese III A&B **
Students continue to expand their knowledge of Mandarin Chinese in this course. They build their knowledge of vocabulary, sentence patterns, and grammar points through communicative texts; enhance their listening and speaking skills through pronunciation and intonation; and work to improve their reading ability. Students advance their skills by learning to write in various formats such as journals, essays, and letters, and by composing simplified Chinese characters. By studying Chinese culture, including origins, histories, anecdotes, and more, students learn to compare and contrast various aspects of this other culture with their own.

Digital Photography ♦
This course covers both digital photography and graphic design. Students learn basic photographic concepts and composition skills, elements of graphic design, digital image editing, and special effects techniques. They also explore the fields of photography, advertising, and illustration as possible career choices.

French I A&B **
This course introduces students to basic vocabulary and grammar. Lessons and assignments focus on simple speaking and reading, comprehension, and composition. Students also study the history and culture of French-speaking peoples around the world.

French II A&B **
Students are exposed to more complex reading, writing, and listening coursework. They explore advanced grammatical structure and apply vocabulary and word usage to various situations.

French III A&B **
This course is designed for students with strong listening and speaking skills plus a solid vocabulary base. The focus is on verb conjugation, direct and indirect object pronouns, and tenses. Students also improve their writing and speaking skills as they study the culture, art, and governments of French-speaking countries.

French IV A&B **
Students cover present, past, future, and conditional tense verbs, subjunctive mood, articles, and adjectives while delving more deeply into French culture. This course, rich in authentic reading material, uses native-speaker recordings to enrich the student's culture, grammar, and vocabulary lessons.

German I A&B **
Students use discussions and other activities to learn how to speak, read, write, and understand basic German. Simple grammar, punctuation, and spelling are reinforced with interactive lessons, games, and activities. Students also study German culture and history, as well as the influence of the German language.

German II A&B **
In this course, students are introduced to increasingly complex vocabulary and grammar. There is more emphasis on improving spoken communication and listening comprehension.

♦ Course requires a free third-party download

** Please note: The World Languages courses require a headset and microphone which is compatible with the computer being used for the course. This equipment is not provided by Connections Learning.
German III A&B **
Students learn to express themselves using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind, including listening, speaking, reading, and writing. Culture is sprinkled throughout the course in order to help the learner focus on the German-speaking world and its culture, people, geographical locations, and histories.

Japanese I A&B **
In today's business world, learning Japanese can be extremely valuable. This course focuses on spoken and written Japanese with a thorough grounding in Japanese culture. Using warm-up activities, reading, vocabulary studies, games, and multimedia presentations, students gain the foundation to communicate successfully in Japanese.

Japanese II A&B **
Students practice listening, speaking, reading, and writing skills as they express themselves using new vocabulary, present-tense verbs, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Students learn about the culture through a focus on the people, lifestyle, geography, and history of Japan.

Latin I A&B **
Students gain a foundation in Latin grammar and vocabulary as well as an appreciation and understanding of the Roman culture as the foundation for much of Western culture. Through the study of Latin, students will gain an appreciation for and understanding of the grammatical constructs of the English language as they increase their vocabulary and understanding of word origins.

Latin II A&B **
Students build on their knowledge of Latin grammar and vocabulary and gain a solid foundation in the structure of the language as well as an understanding of the life and times of ancient Romans. They learn to appreciate how Roman engineering, art, commerce, and law systems were all supported by a clear, expressive, and flexible language.

Latin III A&B **
Students expand their knowledge of Latin by exploring prose written and spoken by Roman figures such as Caesar, Cicero, and Catullus. Through exposure to authentic texts, students strengthen their vocabulary as well as their understanding and appreciation of well-crafted writing.

Living Music I and II
This series of courses teaches students fundamental musicianship from a Western Classical approach while aligning to national music education standards. Students use classic repertoire to analyze compositional style and are challenged to improve their rhythm, listening, notation, analysis, performance, and improvisation skills using virtual tools. With audio, visual, and interactive technologies, the course sequence provides a unique and progressively more advanced learning experience for students in grades 9-12.

Sign Language I A&B
This course introduces students to the fundamentals of American Sign Language. They explore vocabulary, grammar, and conversation using basic signing and fingerspelling techniques. Special activities and exercises also help students understand the culture of the deaf and hard of hearing community.

Sign Language II A&B
In this course, students continue their study of American Sign Language (ASL). Students expand their ASL vocabulary, grammar, and conversational skills. In addition, students complete activities and exercises that help them understand the culture of the deaf and hard of hearing community.

Spanish I A&B **
Students cover basic vocabulary, grammar, spelling, and punctuation to build a solid foundation for further study. Assignments include engaging in simple conversation, writing paragraphs, and listening to Spanish dialogue. Students also study the history and culture of Spanish-speaking peoples.

** Please note: The World Languages courses require a headset and microphone which is compatible with the computer being used for the course. This equipment is not provided by Connections Learning.
Career Exploration
From writing an effective resume to giving the perfect interview, students learn how to get started and succeed in their chosen careers. This course introduces possible career options and helps prepare students for the transition from high school to college and from college to the workplace.

HS Critical Thinking and Study Skills
In this course, the student will implement thinking strategies, learn test-taking strategies, time management and organization skills, build verbal competence, and sharpen his mathematics reasoning. Specifically, the student will learn strategies for acquiring, storing, and retrieving knowledge, and strategies for linking new information with prior knowledge.

College Prep with ACT®
Students learn test-taking strategies and complete practice tests. Students also develop college resumes, write effective personal essays, and request letters of recommendation as part of the college admissions process.

College Prep with SAT®
Students complete several practice quizzes and tests and develop test-taking strategies as they prepare for the SAT. Also, students develop college resumes, write effective personal essays, and request letters of recommendation as part of the college admissions process.

Life Management Skills
This course provides an opportunity for the student to explore important decisions he may have to make as a teenager. The course provides important information pertaining to issues such as nutrition, substance abuse, coping with stress, and sexual abstinence. In this course, the student will also learn how to be a savvy consumer in a world of advertising and credit cards as well as review Earth-friendly practices.
Business Keyboarding
Students begin by learning the functions of all the keys, how to find them quickly, and the importance of keyboarding in virtually every career. They explore the alphabetic and numeric keyboard, study the history of the keyboard and new technology, and build their speed and accuracy. Students learn proper formatting for various academic and business documents and participate in discussions of business ethics.

Digital Arts I ♦
Students learn basic concepts essential to visual and digital art such as line, shape, form, color, value, space, and texture. They use Inkscape, a vector drawing application, to create original digital art and also complete a still life scene for a course-long art project. (May be considered an arts course at some schools.)

Emergent Computer Technology
In this course, students learn the basics of building safe websites including the use of hypertext markup language (HTML). They then plan their own sites and learn how to link and navigate pages. As they progress to more complex design techniques, students also learn how graphics can make a site more attractive.

Engineering Design I ♦
Students apply computer-aided design skills to draw plans and diagrams by creating points, lines, three-dimensional models, and more. They also learn how to translate abstract concepts into functional designs and create a diverse portfolio of projects.

Game Design ♦
This course introduces students to the basic skills necessary for game design. Students study the various games in the industry, explore the processes and art of making game elements, and develop a prototype showing their understanding of the game design process.

♦ Course requires a free third-party download
Information Technology: Preparing for the IC3 A
In this course, the student will gain an understanding of computing and common features of popular applications. The student will practice and apply computer skills needed in today's academic and business environments including word processing, spreadsheet, and presentation applications. Skills needed for working in an Internet or networked environment are also covered. This course prepares the student for the three Internet and Computing Core Certification (IC3) tests.

Information Technology: Preparing for the IC3 B
In this course, the student will continue to practice and apply computer skills needed in today's academic and business environments including word processing, spreadsheet, and presentation applications. Skills needed for working in an Internet or networked environment are also covered. This course prepares the student for the three Internet and Computing Core Certification (IC3) tests.

Introduction to Computers and Applications A&B
This course helps students understand hardware, software, and operating systems. Topics include hardware features and commonly used business applications. Students learn the basics of creating a word processing document in Microsoft® Word®, a spreadsheet in Excel®, and PowerPoint® presentations. Internet safety skills are also covered including the effective use of search engines and respect for intellectual property rights. In addition, students create their own presentations on subjects such as cyberbullying.

Web Design I A&B
This course provides a comprehensive introduction to the essentials of website design. From designing page layouts to coding with CSS and JavaScript®, students learn how to create a complete website. Through study of real-world design scenarios and hands-on projects, students create compelling, usable websites using KompoZer, one of the Internet's easiest-to-use open-source editing applications.

3D Art I – Modeling ◊
This course introduces students to three-dimensional modeling tools and concepts. Using Blender, a popular open-source 3-D modeling package, students learn the basics of creating shapes, adding textures and lighting, and rendering. By the end of the course, students produce a series of increasingly sophisticated projects for their portfolio. This course is suitable for students with no prior experience in three-dimensional design or digital media authoring tools.

◊ Course requires a free third-party download
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AP Art History A&B
This course is designed to provide college-level instruction in art history and prepare students for the AP Art History exam. Students examine major forms of artistic expression from the past to the present and from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience.

AP Biology A&B
This challenging course is designed to provide a college-level experience and prepare students for the AP Biology exam. Students are engaged in a wide variety of activities with substantial emphasis on interpreting and collecting data in virtual labs, writing analytical essays, and mastering biology concepts and connections. The key themes in the course include the scientific processes; the effects of science on technology and society; the chemistry and makeup of living organisms; and genetics, diversity, and evolution.

AP Calculus AB A&B
This college-level course covers such concepts as derivatives, integrals, limits, approximation, applications, and modeling. In the first semester, students begin by reviewing function notation, then exploring absolute value, piecewise, exponential, logarithmic, trigonometric, polynomial, and rational functions. After studying limits and continuity, students move on to concepts of derivatives, including the chain rule, differentiation, implicit differentiation, and logarithmic differentiation. Toward the end of the course, students apply what they have learned to solve integration problems. This course effectively prepares students for the AP Calculus AB exam.

AP Calculus BC A&B
This course, an extension of AP Calculus AB, emphasizes broad concepts and applicable methods. Students describe and analyze functions, limits, and graphs; calculate and apply derivatives; interpret and apply integrals; and study polynomial approximations and series. The course provides opportunities for students to apply concepts to real-world situations. This course effectively prepares students for the AP Calculus BC exam.

AP Computer Science A&B
Students develop the skills to write programs or parts of programs in order to correctly solve specific problems. There is an emphasis on the design issues that make programs understandable, adaptable, and, when appropriate, reusable. The development of useful computer programs and classes is used as a context for introducing other important concepts of computer science including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications.

AP English Language and Composition A&B
This course provides high school students with college-level instruction in language, rhetoric, and exposition. Students study and write various kinds of analytic and persuasive essays on literary and nonliterary topics. Students become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. Both reading and writing are designed to make students aware of the interactions among a writer's purposes, the audience's expectations, and subjects, as well as the way writing conventions and language contribute to effectiveness in writing. This course effectively prepares students for the AP English Language and Composition exam by enabling them to read, comprehend, and write about complex texts while developing further communication skills on a college level.

AP English Literature and Composition A&B
This course prepares high school students for the AP English Literature and Composition exam by providing them with college-level instruction in various kinds of analytic and persuasive essays on literary and nonliterary topics. Students become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. Through their integrated reading and writing activities, students analyze and evaluate the interactions among a writer's purposes, audience expectations, and subjects, as well as the way writing conventions and language contribute to effectiveness in writing.

AP Environmental Science A&B
The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems that are natural and human-made, and prepare for the AP Environmental Science exam. Students evaluate the relative risks associated with these problems and examine alternative methods for resolving or preventing problems. Hands-on and virtual lab experiences support student content mastery.

Course requires a free third-party download

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**AP Human Geography A&B**
The course is designed to provide college-level instruction on the patterns and processes that impact the way humans understand, use, and change Earth's surface. Students use geographic models, methods, and tools to examine human social organization and its effect on the world, and they are challenged to use maps and geographical data to discern spatial patterns and analyze changing interconnections among people and places.

**AP Macroeconomics**
Students cover the overall economy and explore the gross domestic product (GDP) and other indicators. Students also examine inflation, unemployment, world trade patterns, and the role of the Federal Reserve. Working with a theoretical economy, they also use fiscal and monetary policy to create high employment and a higher standard of living. This course effectively prepares students for the AP Macroeconomics exam.

**AP Microeconomics**
This course introduces the ways in which people make use of limited resources. Students examine supply and demand, factors of production, the roles of labor and management, the relationship between the environment and the economy, and the impact of government policies on individuals' economic decisions. Students also study the stock market and trace the progress of various stocks. This course effectively prepares students for the AP Microeconomics exam.

**AP Psychology**
The equivalent of an introductory college course, this course includes an overview of current research methods and theories. Students explore therapies used by professionals and examine the way people learn and think. Human reactions, instincts, aggression, intimacy, altruism, and information retention are studied. The course prepares students for the AP Psychology exam.

**AP Spanish Language A&B**
The main objective of this course is to develop students' interpersonal communication skills and prepare them for the AP Spanish Language exam. Students develop a strong command of the Spanish language and become very proficient in reading, writing, and speaking. Students are exposed to Spanish literature, historical and current events, music, movies, radio, and television.

**AP Statistics A&B**
Students gain an understanding of the vocabulary, method, and meaning of statistics. They explore data and patterns found in the world around them by analyzing information and noting statistical relationships. They apply their knowledge to relevant, open-ended tasks requiring them to connect multiple statistical topics together. To demonstrate their comprehension, students actively construct experiments to understand, interpret, communicate, and apply statistical methods. General topics of study include planning and designing a study, anticipating patterns, and making statistical inferences. This course effectively prepares students for the AP Statistics exam.

**AP United States Government and Politics**
Students survey the complex subjects of the U.S. government and politics. They make detailed analyses of the processes and institutions (both formal and informal) by which the political system functions and policy decisions are made. These analyses include the constitutional structure of government, participatory politics, the formal institutions of power (and extra-constitutional influences on them), as well as public policy and individual rights and liberties. This course effectively prepares students for the AP United States Government and Politics exam.

**AP United States History A&B**
Students are exposed to a broad body of historical knowledge as they prepare for the AP United States History exam. They are required to express their ideas clearly in writing, learn to interpret and apply data from original source documents, and identify less commonly represented points of view. In addition, students cover the exploration and colonization of America, the rise of nationalism and sectionalism, and events through the present day.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Title</th>
<th>Publisher</th>
<th>ISBN</th>
<th>Materials</th>
<th>Time Spent</th>
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<td>Workbook, Textbook, tests, monthly tests, theme tests</td>
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<td>Coach and Measuring up</td>
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<td>Ultimate Math binder and Reading Process Binder</td>
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<td>Classroom Set (not consumable), Rubrics, visual and auditory aides Binder</td>
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<td>Delta Education</td>
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<td>Daily Science, Tests, Textbooks, Modules containing: experiments, posters, and supplies</td>
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<td>Call to Freedom</td>
<td>Holt &amp; Reinhart</td>
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<td>Students workbook, teacher guide, tests, daily geography</td>
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<td>Ultimate Math binder and Reading Process Binder</td>
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Commonwealth Education Connections, Inc.

Special Education and ELL/ESL Policies
APPENDIX

Special Education and ELL/ESL Policies

LIST OF POLICIES
• ACCESS TO INSTRUCTIONAL MATERIALS
• ALTERNATE ASSESSMENTS
• ANNUAL NOTICE FOR SPECIAL EDUCATION
• ASSISTIVE TECHNOLOGY
• DISCIPLINE AND EXCLUS OF SPEC ED STUDENTS
• DISPROPORT PREVENTION
• DISPUTE RESOLUTIONS
• ENGLISH AS SECOND LANGUAGE BILINGUAL PROGRAMS POLICY
• ENROLLMENT OF SPED ED STUDENTS
• EVALS & REEVALS
• EXCEPTIONAL STUDENTS RECORDS CONFIDENTIALITY
• EXTENDED SCHOOLY EAR
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• IEE ADMINISTRATIVE PROCEDURES ATTACH TO IEE POLICY
• IEP
• INCLUSION
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• SPECIAL EDUCATION
• SPECIAL EDUCATION TRAINING
• STUDENTS WITH SPECIFIC LEARNING DISABILITIES
• SURROGATE PARENT
• TRANSITION SERVICES
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Access to Instructional Materials Policy

The Pennsylvania State Board of Education adopted the National Instructional Materials Accessibility Standard (NIMAS) as defined in the Education of Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), for the purpose of providing print instructional materials in alternate accessible formats or specialized formats to blind persons or other persons with print disabilities in a timely manner. Pursuant to the state regulations which incorporate the IDEA, Commonwealth Education Connections Cyber Charter School ("Charter School") will adopt NIMAS to ensure the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities. The NIMAS refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials.

Charter School, shall, in a timely manner, provide print instructional materials in specialized, accessible formats (that is, Braille, audio, digital, large-print, and the like) to children who are blind or other persons with print disabilities, as defined in 2 U.S.C.A. § 135a (regarding books and sound-reproduction records for blind and other physically handicapped residents; annual appropriations; and purchases).

Charter School, shall, in a timely manner, provide instructional materials if they take steps to ensure that children who are blind or other persons with print disabilities have access to their accessible format instructional materials at the same time that students without disabilities have access to instructional materials. Charter School will not withhold instructional materials from other students until instructional materials in accessible formats are available.

Receipt of a portion of the instructional materials in alternate accessible or specialized format will be considered receipt in a timely manner if the material received covers the chapters that are currently being taught in the student's class.

If a child who is blind or other person with a print disability enrolls in Charter School after the start of the school year, Charter School shall take steps to ensure that the student has access to accessible format instructional materials within 10 school days from the time it is determined that the child requires printed instructional materials in an alternate accessible or specialized format.
Charter School may coordinate with the National Instructional Materials Access Center (NIMAC) to facilitate the production of and delivery of accessible materials to children who are blind or other persons with print disabilities. The NIMAC refers to the central repository, established under section 674(e) of the Education of Individuals with Disabilities Education Act, which is responsible for processing, storing and distributing NIMAS files of textbooks and core instructional materials.

Schools coordinating with NIMAC shall require textbook publishers to deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the schools. Schools that choose not to coordinate with NIMAC may require that publishers deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the school.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this ______ day of _____________, 2016

______________________________
President

______________________________
Secretary
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Alternate Assessment of Students Policy

Chief Academic Officer or Principal of Commonwealth Education Connections Cyber Charter School ("Charter School") or his/her designee shall ensure that all children with disabilities are included in all general State and district-wide assessment programs, including the PSSA, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective IEPs.

Alternate assessments such as the PASA must be aligned with the State's academic content standards and student academic achievement standards or if the State has adopted alternate academic achievement standards, measure the achievement of children with disabilities against those standards.

Charter School must maintain information regarding the number of children who: participate in regular assessments; were provided accommodations in order to participate in those assessments; and participate in alternate assessments.

Chief Academic Officer or Principal or his/her designee is directed to develop procedures to ensure that students with disabilities participate in the PSSA or PASA to the extent consistent with applicable law.

The CEO or his/her designee is directed to monitor student participation in statewide assessment to foster participation.

Chief Academic Officer or Principal or his/her designee is directed to provide training opportunities to personnel regarding statewide assessment participation and PSSA and PASA requirements.

Chief Academic Officer or Principal or his/her designee is directed to make Pennsylvania’s guidelines regarding statewide assessments available to personnel.

Chief Academic Officer or Principal or his/her designee is directed to develop procedures to prepare students in test-taking techniques prior to test administration.

Chief Academic Officer or Principal or his/her designee is directed to review assessment data and use data to drive any needed program changes. Chief Academic Officer or Principal or his/her
designee is directed to report to the Board of Trustees what changes are recommended and needed.

Chief Academic Officer or Principal or his/her designee must maintain information regarding the performance of children with disabilities on regular assessments and on alternate assessments.

IEPs must include a description of benchmarks or short-term objectives for children who take alternate assessments aligned to alternate achievement standards.

IEPs must include a statement of any accommodations that are necessary to measure the academic achievement and functional performance of the child on statewide and district-wide assessments consistent with law.

IEPs must, if the IEP team determines that the child shall take an alternate assessment on a particular statewide or school-wide assessment of student achievement, provide a statement of why the child cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate for the child.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of __________, 2016

________________________________________
President

________________________________________
Secretary
Commonwealth Education Connections Cyber Charter School

2016-2014 School Year

Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities

And

Notification of Rights under the Family Educational Rights and Privacy Act

All children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are to be located, identified and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. ("IDEA 2004").

Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of Commonwealth Education Connections Cyber Charter School ("Charter School") children of available special education services and programs and how to request those services and programs and of systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Charter School.

In addition, the federal Family Educational Rights and Privacy Act of 1974 (FERPA), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights. Charter School fulfills its duties with this annual notice and has incorporated several sections of the PaTTAN Procedural Safeguards Notice and other applicable guidelines from the Pennsylvania Department of Education into the Board-approved Child Find Notice, and Policies and Procedures described below. Charter School also directs parents to the procedural safeguards notice from PaTTAN available at the school’s main office for additional information regarding rights and services. Parents may contact Charter School’s Coordinator of Special Education, At ADDRESS AND PHONE NUMBER at any time to request a copy of the procedural safeguards notice or with any other questions about special education, services, screenings, policies or procedures. The Procedural Safeguards Notice is provided to parents of special education students by Charter School once per school year or: (1) upon initial referral or parent request for evaluation; (2) upon filing by parents of their first State complaint under 34 CFR §§300.151 through 300.153 and upon filing by parents of their first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request. [34 CFR §300.504(a)].

The purpose of this annual notice is to comply with Charter School’s obligations under Chapter 711 of Title 22 of the Pennsylvania Code and to describe: (1) the types of disabilities that might qualify the child for special education, (2) the special education programs and related services that are available, (3) the process by which Charter School screens and evaluates such students to determine eligibility, (4) the special rights that pertain to such children and their parents or legal guardians and (5) the confidentiality rights that pertain to student information.

A copy of this Annual Notice is also available on the school’s website at: ____________________
Qualifying for special education and related services

Under the federal Individuals with Disabilities Education Improvement Act of 2004, or “IDEA 2004,” children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need special education and related services: mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities.

IDEA 2004 provides legal definitions of the disabilities that qualify a student for special education, which may differ from those terms used in medical or clinical practice or common usage.

Section 504 Services

Under Section 504 of the federal Rehabilitation Act of 1973, some school age children with disabilities who do not meet the eligibility criteria outlined above might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code and Section 504.

Charter School must ensure that qualified handicapped students have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, Charter School provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and activities to the maximum extent appropriate to the student’s abilities and to the extent required by the laws.

These services and protections for “protected handicapped students” may be distinct from those applicable to eligible or thought-to-be eligible students. Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school [INSERT CONTACT INFORMATION FOR SECTION 504 COORDINATOR].

Least Restrictive Environment “LRE”

Charter Schools ensure that children with disabilities are educated to the maximum extent possible in the regular education environment or “least restrictive environment”. To the maximum extent appropriate, students with disabilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Programs and services available to students with disabilities, might include: (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part time special
education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting. This is a team decision.

Depending on the nature and severity of the disability and least restrictive environment consideration, a Charter School could provide special education programs and services as determined appropriate by the IEP team, in locations such as: (1) the classroom/building the child would attend if not disabled, (2) an alternative regular class either in or outside the school, (3) a special education center operated by an IU, (4) an approved private school or other private facility licensed to serve children with disabilities, (5) a residential school, (6) approved out-of-state program, or (7) the home. This is a team decision.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of service that may be available, depending upon the child’s disability and needs might include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing impaired support; (5) blind or visually impaired support; (6) physical support; (7) autistic support; (8) multiple disabilities support; (9) speech and language support; (10) extended school year support; and (11) vision support. This is a team decision.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include but are not limited to: speech and language therapy, transportation, occupational therapy, physical therapy, school nursing services, audiology counseling services, parent counseling, or training; certain medical services for diagnostic or evaluation purposes, social work, recreation, and transition. Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations.

Charter School, in conjunction with the parents, determines the type and intensity of special education and related services that a particular child needs based on the unique program of special education and related services that the school develops for that child. The child’s program is described in writing in an individualized education program, or “IEP,” which is developed by an IEP team. The participants in the IEP team are dictated by IDEA 2004. The parents of the child have the right to be notified of and to be offered participation in all meetings of their child’s IEP team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which a Charter School may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs generally contain: (1) a statement of the student’s present levels; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child’s progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services and a statement of the program modifications or supports for school personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the performance of the child on State and school assessments; and (7) the projected date for the beginning of the services and modifications and the anticipated frequency, location and duration of those services or modifications.
Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. Charter School must invite the child to the IEP team meeting at which the transition plan is developed.

Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child’s rights, if any, that will transfer to the child on reaching the age of majority.

**Screening and Evaluation Procedures for Children to Determine Eligibility**

**Screening**

Charter School has established a system of screening which may include prereferral intervention services to accomplish the following:

(1) Identification and provision of initial screening for students prior to referral for a special education evaluation.

(2) Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.

(3) Identification of students who may need special education services and programs.

The screening process includes:

Hearing and vision screening in accordance with Section 1402 of the Public School Code of 1949 (24 P. S. § 14-1402) for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education.

Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

Charter School has established and implements procedures to locate, identify and evaluate children suspected of being eligible for special education. These procedures involve screening activities which may also include but are not limited to: review of data and student records; motor screening; and speech and language screening. The school assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. If the concern can be addressed without special education services, or is the result of limited English proficiency or appropriate instruction, a recommendation may be made for interventions other than a multidisciplinary team evaluation. Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process.

Except as indicated above or otherwise announced publicly, screening activities take place ongoing at periods throughout the school year. Screening is conducted at Charter School, unless other arrangements are necessary or arranged.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services.
If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write ________________, Coordinator of Special Education of Charter School at:

Commonwealth Education Connections Cyber Charter School
ADDRESS PHONE NUMBER

Screening or prereferral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or prereferral intervention activities.

Disproportionality

In accordance with Chapter 711, in the event that Charter School would ever meet the criteria in 34 CFR 300.646(b)(2) (relating to disproportionality), as established by the State Department of Education, the services that would be required would then include:

1. A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.
2. For students with academic concerns, an assessment of the student’s performance in relation to State-approved grade level standards.
3. For students with behavioral concerns, a systematic observation of the student’s behavior in the school environment where the student is displaying difficulty.
4. A research-based intervention to increase the student’s rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.
5. Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.
6. A determination as to whether the student’s assessed difficulties are the result of a lack of instruction or limited English proficiency.
7. A determination as to whether the student’s needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.
8. Documentation that information about the student’s progress as identified in paragraph (5) was periodically provided to the student’s parents.

Evaluation

An evaluation under IDEA 2004 involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child’s IEP. Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.
Parental consent must be obtained by Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

The law contains additional provisions and due process protections regarding situations in which parental consent for an initial evaluation is absent or refused discussed more fully below and in the PaTTAN Procedural Safeguards Notice. If you have any questions about where to obtain a copy of the PaTTAN Procedural Safeguards Notice, kindly contact the Coordinator of Special Education, _______, at ADDRESS AND PHONE NUMBER.

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

The MDE process culminates with a written report called an Evaluation Report (ER). This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Parents who think their child is eligible for special education may request, at any time, that Charter School conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation must be made in writing to the Coordinator of Special Education, _______, at CHARTER SCHOOL ADDRESS.

If a parent makes an oral request for a Multi-Disciplinary Evaluation, Charter School shall provide the parent with a form(s) for that purpose. If the public school denies the parents' request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Reevaluations are conducted if Charter School determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child's parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and Charter School agree; and must occur once every 3 years, unless the parent and Charter School agree that a reevaluation is unnecessary. Students with mental retardation must be reevaluated every two years under State law.

**Educational Placement**

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. The IEP team includes: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the school who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about
the availability of resources of Charter School; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. IEP team participation is directly addressed by the regulations. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based in part on the results of the Multi-Disciplinary Evaluation. When the IEP team decides that a student is not eligible for special education, recommendations for educational programming in regular education may be developed from the ER.

Placement must be made in the “least restrictive environment”, as described more fully above, in which the student’s needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Parents and Surrogate Parents

For purposes of this Notice, Charter School considers parents to be biological or adoptive parents of a child; a foster parent; a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the child; an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or a surrogate parent.

A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania, or the child in an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434a(6). A person selected as a surrogate parent must not be an employee of the SEA, Charter School or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. Reasonable efforts must be made to ensure the assignment of a surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent.

Prior Written Notice

Charter School will notify the parent whenever Charter School:

a. Proposes to initiate or to change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education (FAPE) to the child; or
b. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to the child.

In Pennsylvania, prior written notice is provided by means of a Prior Written Notice Form/Notice of Recommended Educational Placement (NOREP). You should be given reasonable notice of this
proposal or refusal so that if you do not agree with Charter School you may take appropriate action. Reasonable Notice means ten days.

The prior written notice must:

Describe the action that Charter School proposes or refuses to take;

1. Explain why Charter School is proposing or refusing to take the action;
2. Describe each evaluation procedure, assessment, record, or report Charter School used in deciding to propose or refuse the action;
3. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
4. Tell how you can obtain a description of the procedural safeguards if the action that Charter School is proposing or refusing is not an initial referral for evaluation;
5. Include resources for you to contact for help in understanding Part B of the IDEA;
6. Describe any other choices that your child's IEP Team considered and the reasons why those choices were rejected; and
7. Provide a description of other reasons why Charter School proposed or refused the action.

The notice must be:

1) Written in language understandable to the general public; and
2) Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.
3) If your native language or other mode of communication is not a written language, Charter School will ensure that:
   a) The notice is translated for you orally or by other means in your native language or other mode of communication;
   b) You understand the content of the notice; and
   c) There is written evidence that 1 and 2 have been met.

Native language, when used with an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child’s parents;
2. In all direct contact with a child (including evaluation of a child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

Parental Consent

WHEN IS PARENTAL CONSENT NEEDED?

Initial Evaluations (34 CFR §300.300)

Charter School cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services
without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading Parental Consent.

We will make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability. Your consent for initial evaluation does not mean that you have also given your consent to start providing special education and related services to your child. If you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, we may, but are not required to, seek to conduct an initial evaluation of your child by utilizing mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. We will not violate our obligations to locate, identify and evaluate your child if we do not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State

Under Pennsylvania law, if a child is designated a ward of the state, the whereabouts of the parent are not known or the rights of the parent have been terminated in accordance with State law. Therefore, someone other than the parent has been designated to make educational decisions for the child. Consent for an initial evaluation should, therefore, be obtained from the individual so designated.

Ward of the State, as used in the IDEA, encompasses two other categories, so as to include a child who is:

1. A foster child who does not have a foster parent;
2. Considered a ward of the State under State law; or
3. In the custody of a public child welfare agency.

Consent for Initial Placement in Special Education (34 CFR §300.300)

We must obtain your informed consent before providing special education and related services to your child for the first time. We must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, we may not use the procedural safeguards (i.e. mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services as recommended by your child’s IEP Team may be provided to your child without your consent.

If you refuse to give your consent for your child to start receiving special education and related services, or if you do not respond to a request to provide such consent and we do not provide your child with the special education and related services for which consent is sought, Charter School:

1. Is not in violation of the requirement to make FAPE available to your child for its failure to provide those services to your child; and
2. Is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

Consent for Reevaluations (34 CFR §300.300)

We must obtain your informed consent before your child is reevaluated, unless:

1. Charter School took reasonable steps to obtain your consent for your child’s reevaluation; and
2. You did not respond.

What is Documentation of Reasonable Efforts to Obtain Parental Consent? (34 CFR §300.300)

We will maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation and to locate parents of wards of the State for initial evaluations. The documentation will include a record of attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; and
3. Detailed records of visits made to the parent’s home or place of employment and the results of those visits.

When is Consent Not Required Related to Evaluate?

1. Review existing data as part of your child’s evaluation or a reevaluation; or
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

When there is Refusal to Consent to a Reevaluation?

If you refuse to consent to your child’s reevaluation, we may, but are not required to, pursue your child’s reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child’s reevaluation. As with initial evaluations, we do not violate obligations under Part B of the IDEA if we decline to pursue the reevaluation in this manner.

We may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

Disagreements with an Evaluation

a. Independent Educational Evaluations (34 CFR §300.502)

1) General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by Charter School. If you request an IEE, Charter School
must provide you with information about where you may obtain an IEE and about Charter School’s criteria that apply to IEEs.

2) Definitions
   a) Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by Charter School responsible for the education of your child.
   b) Public expense means that Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.

3) Parent right to evaluation at public expense
   You have the right to an IEE of your child at public expense if you disagree with an evaluation of your child obtained by Charter School, subject to the following conditions:
   a) If you request an IEE of your child at public expense, Charter School must, without unnecessary delay, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an IEE at public expense, unless Charter School demonstrates in a hearing that the evaluation of your child that you obtained did not meet Charter School’s criteria.
   b) If Charter School requests a hearing and the final decision is that Charter School’s evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.
   c) If you request an IEE of your child, Charter School may ask why you object to the evaluation of your child obtained by Charter School. However, Charter School may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend Charter School’s evaluation of your child.
   d) You are entitled to only one IEE of your child at public expense each time Charter School conducts an evaluation of your child with which you disagree.
   e) Charter School criteria
      If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Charter School uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an IEE). Except for the criteria described above, Charter School may not impose conditions or timelines related to obtaining an IEE at public expense.

b. Parent-initiated evaluations
   If you obtain an IEE of your child at public expense or you share with Charter School an evaluation of your child that you obtained at private expense:
   1) Charter School must consider the results of the evaluation of your child, if it meets Charter School’s criteria for IEEs, in any decision made with respect to the provision of FAPE to your child; and
   2) You or Charter School may present the evaluation as evidence at a due process hearing regarding your child.
c. Requests for evaluations by hearing officers

If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

ANNUAL NOTICE OF RIGHTS REGARDING STUDENT RECORDS:

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION
(34 CFR §300.622)

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR §300.611)

1. Related to the confidentiality of information, the following definitions apply:
   a. Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
   b. Education records means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
   c. Participating agency means any Charter School, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
   d. Personally identifiable (34 CFR §300.32) means information that has:
      1) Your child's name, your name as the parent, or the name of another family member;
      2) Your child's address;
      3) A personal identifier, such as your child's social security number or student number; or
      4) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

2. Access Rights (34 CFR §300.613)
   a. Parent Access

Charter School must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by Charter School under Part B of the IDEA. Charter School must comply with your request to inspect and review any education records on your child without unnecessary delay or before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.
1) Your right to inspect and review education records includes:

2) Your right to a response from Charter School to your reasonable requests for explanations and interpretations of the records;

3) Your right to request that Charter School provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; and

4) Your right to have your representative inspect and review the records.
   a) Charter School may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.
   b) If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.
   c) On request, each Charter School must provide you with a list of the types and locations of education records collected, maintained, or used by Charter School.

b. Other Authorized Access (34 CFR §300.614)
Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

2. Fees
Charter School may charge a fee or copies of records (34 CFR §300.617) that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records. Charter School may not charge a fee to search for or to retrieve information under Part B of the IDEA.

3. Amendment of Records at Parent’s Request (34 CFR §300.618)
If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request Charter School that maintains the information to change the information. Charter School must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request. If Charter School refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose.

4. Opportunity for a Records Hearing (34 CFR §300.619)
Charter School must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.
   a. Hearing Procedures (34 CFR §300.621)
A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g (FERPA):
   1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonable in advance of the hearing.

3) The hearing may be conducted by any individual, including an official of the educational agency or institution who does not have a direct interest in the outcome of the hearing.

4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.

6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

b. Result of Hearing (34 CFR §300.620)

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform you in writing. If, as a result of the hearing, Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, you may place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency. Such an explanation placed in the records of your child must:

1. Be maintained by Charter School as part of the records of your child as long as the record or contested portion is maintained by the participating agency; and

2. If Charter School discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

c. Safeguards (34 CFR §300.623)

Each Charter School must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each Charter School must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of the IDEA and FERPA. Each Charter School must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

5. Destruction of Information (34 CFR §300.624)

Charter School must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child, and the information must be destroyed at your request.
However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

PROCEDURES FOR DISCIPLINARY EXCLUSION OF CHILDREN WITH DISABILITIES.

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons:

AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)

1. Case-by-case determination
   School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

2. General
   To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see Change of Placement Because of Disciplinary Removals for the definition, below) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading Services.

3. Additional authority
   If the behavior that violated the student code of conduct was not a manifestation of the child’s disability (see Manifestation determination, below) and the disciplinary change of placement would exceed 10 consecutive school days, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under Services. The child's IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement (explained under Change of Placement Because of Disciplinary Removals). Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

4. Services
   The services that must be provided to a child with a disability who has been removed from the child’s current placement may be provided to an interim alternative educational setting. A Charter School is only required to provide services to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it
provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their Charter School.

A child with a disability who is removed from the child’s current placement for more than 10 consecutive school days must:

- Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP; and
- Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child’s teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP.

If the removal is a change of placement (see definition below), the child’s IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP.

5. Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school days or less and not a change of placement), Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter School) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
- If the conduct in question was the direct result of Charter School’s failure to implement the child’s IEP.

If Charter School, the parent, and relevant members of the child’s IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child’s disability.

If Charter School, the parent, and relevant members of the child’s IEP Team determine that the conduct in question was the direct result of Charter School’s failure to implement the IEP, Charter School must take immediate action to remedy those deficiencies.

6. Determination that behavior was a manifestation of the child’s disability

If Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child’s disability, the IEP Team must either:
a. Conduct a functional behavioral assessment, unless Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading Special circumstances, Charter School must return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

7. Special circumstances
Whether or not the behavior was a manifestation of the child’s disability, school personnel may remove a student to an interim alternative educational setting (determined by the child’s IEP Team) for up to 45 school days, if the child:
   a. Carries a weapon (see the Definitions below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School;
   b. Knowingly has or uses illegal drugs (see the Definitions below), or sells or solicits the sale of a controlled substance, (see the Definitions below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; or
   c. Has inflicted serious bodily injury (see the Definitions below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a Charter School.

8. Definitions
   a. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. §812(c)).
   b. Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
   c. Serious bodily injury has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
   d. Weapon has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

9. Notification
On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, Charter School must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Change Of Placement Because Of Disciplinary Removals (34 CFR §300.536)

A removal of a child with a disability from the child’s current educational placement is a change of placement requiring a NOREP/prior written notice if:
1. The removal is for more than 10 consecutive school days; or
2. The removal is for 15 cumulative school days total in any one school year;
3. The child has been subjected to a series of removals that constitute a pattern because:
   a. The series of removals total more than 10 school days in a school year;
   b. The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in a series of removals;
c. Of such additional factors as the length of each removal, the total amount of time the
child has been removed, and the proximity of the removals to one another; and
Whether a pattern of removals constitutes a change of placement is determined on a case-by-case
basis by Charter School and, if challenged, is subject to review through due process and judicial
proceedings.

Determination of Setting (34 CFR §300.531)

The IEP must determine the interim alternative educational setting for removals that are changes
of placement, and removals under the headings Additional authority and Special circumstances,
above.

1. General
The parent of a child with a disability may file a due process complaint (see above) to request
a due process hearing if he or she disagrees with:
   a. Any decision regarding placement made under these discipline provisions; or
   b. The manifestation determination described above.
Charter School may file a due process complaint (see above) to request a due process hearing
if it believes that maintaining the current placement of the child is substantially likely to result
in injury to the child or to others.

2. Authority of hearing officer
A hearing officer that meets the requirements described under the sub-heading Impartial
Hearing Officer must conduct the due process hearing and make a decision.
The hearing officer may:
   a. Return the child with a disability to the placement from which the child was removed
      if the hearing officer determines that the removal was a violation of the requirements
      described under the heading Authority of School Personnel, or that the child’s
      behavior was a manifestation of the child’s disability; or
   b. Order a change of placement of the child with a disability to an appropriate interim
      alternative educational setting for not more than 45 school days if the hearing officer
determines that maintaining the current placement of the child is substantially likely to
result in injury to the child or to others.
These hearing procedures may be repeated, if Charter School believes that returning the child
to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a Charter School files a due process complaint to request such a hearing,
a hearing must be held that meets the requirements described under the headings Due Process
Complaint Procedures, Hearings on Due Process Complaints, except as follows:
   1. The SEA must arrange for an expedited due process hearing, which must occur
      within 20 school days of the date the hearing is filed and must result in a
determination within 10 school days after the hearing.
   2. Unless the parents and Charter School agree in writing to waive the meeting, or
      agree to use mediation, a resolution meeting must occur within 7 calendar days of
receiving notice of the due process complaint. The hearing may proceed unless the
matter has been resolved to the satisfaction of both parties within 15 calendar days
of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they
may for decisions in other due process hearings.
When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

Special Rules for Students with Mental Retardation
The disciplinary removal of a child with mental retardation attending either a Charter School for any amount of time is considered a change in placement and requires NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs, and/or serious bodily injury. According to certain assurances the Commonwealth entered into related to the PARC consent decree, a Charter School may suspend on a limited basis a student with mental retardation who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than mental retardation could be suspended.

Protections For Children Not Yet Eligible For Special Education and Related Services (34 CFR §300.534)

1. General
If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

2. Basis of knowledge for disciplinary matters
A Charter School must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:
   a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of appropriate educational agency, or a teacher of the child;
   b. The parent request an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
   c. The child's teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Charter School's Coordinator of Special Education or to other supervisory personnel of Charter School.

3. Exception
A Charter School would not be deemed to have such knowledge if:
   a. The child’s parent has not allowed an evaluation of the child or refused special education services; or
   b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. Conditions that apply if there is no basis of knowledge
If prior to taking disciplinary measures against the child, a Charter School does not have knowledge that a child is a child with a disability, as described above under the sub-headings
**Basis of knowledge for disciplinary matters and Exception**, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors. However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Charter School, and information provided by the parents, Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

**REFFERAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (34 CFR §300.535)**

1. **The state and federal regulations do not:**
   a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
   b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

   Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

2. **Transmittal of records**
   If a Charter School reports a crime committed by a child with a disability, Charter School: must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and may transmit copies of the child's special education and disciplinary records only to the extent permitted by FERPA.

**THIS ANNUAL NOTICE AND STATEMENT OF POLICY AND PROCEDURES HAS BEEN WRITTEN IN ACCORDANCE WITH CHAPTER 711 OF TITLE 22 OF THE PA CODE AND INCORPORATED INFORMATION FROM APPLICABLE PDE AND STATE FORMS AND SOURCES INCLUDING THE PATTAN PROCEDURAL SAFEGUARDS NOTICE.**

**THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH LANGUAGE. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK__________, COORDINATOR OF SPECIAL EDUCATION OF CHARTER SCHOOL FOR AN EXPLANATION. CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION).**

**THIS NOTICE IS ONLY A SUMMARY OF THE SPECIAL EDUCATION SERVICES, EVALUATION AND SCREENING ACTIVITIES, AND RIGHTS AND PROTECTIONS PERTAINING TO CHILDREN WITH DISABILITIES, CHILDREN THOUGHT TO BE DISABLED, AND THEIR PARENTS AND IS ONLY A SUMMARY OF THE CONFIDENTIALITY RIGHTS REGARDING STUDENT INFORMATION.**
FOR MORE INFORMATION OR TO REQUEST EVALUATION OR SCREENING OF A CHARTER SCHOOL STUDENT CONTACT ____________, COORDINATOR OF SPECIAL EDUCATION OF CHARTER SCHOOL AT CHARTER SCHOOL NAME ADDRESS, PHONE NUMBER.

NOTHING IN THIS NOTICE IS INTENDED TO CONFLICT WITH OR SUPPLANT THE INFORMATION CONTAINED IN THE PENNSYLVANIA DEPARTMENT OF EDUCATION’S CURRENT “PROCEDURAL SAFEGUARDS NOTICE” WHICH IS AVAILABLE THROUGH THE SCHOOL FOR YOUR REVIEW OR WITH APPLICABLE STATE AND/OR FEDERAL LAWS.
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Assistive Technology (AT) Policy and Procedures

As defined in federal and state law, assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. Assistive technology devices range from a simple switch for a child with particular physical limitations to a sophisticated vocal output augmentative communication device for a child with severe speech impairment.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

By virtue of these expansive definitions, an exhaustive yet specific list of what constitutes assistive technology devices and/or services would be impossible to create.

By way of example:

Hearing aids worn in school by children with hearing impairments, including deafness, must be functioning properly.

External components of surgically implanted medical devices must be functioning properly.

The Board of Trustees ("Board") Commonwealth Education Connections Cyber Charter School ("Charter School") recognizes that assistive technology devices and/or services may be essential factors in meeting the educational needs of children with disabilities. Both federal and state special education laws explicitly include assistive technology devices and/or services among those services which must be provided for a child with a disability, at no cost to parents, if determined by the Individualized Education Program (IEP) team to be necessary for the student to receive a free appropriate public education (FAPE). Such services may be required as part of special education, related services, or supplementary aids and services required to enable a child to be educated in the least restrictive environment.

The Board further recognizes that, as with every other special education service, the IEP team is responsible for determining if an assistive technology device and/or service is necessary for a child with a disability to receive FAPE. It is important to remember that assistive technology devices and/or services are not ends in themselves. The IEP
team should focus on whether or not assistive technology devices and/or services are necessary for the eligible child to meet educational demands and therefore receive FAPE.

To the extent that assistive technology devices and/or services may be required as part of special education, related services, or supplementary aids or services, a child's IEP must include a statement describing the full extent of devices (e.g., no, low, and high technology and back-up strategies) and service(s) as well as the amount of such service(s). The provision of assistive technology devices and/or services may not be made conditional on subsequent approval by entities outside the IEP process (i.e., IU availability, Medical Access Reimbursement, etc.).

All procedural safeguards and time lines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/or services when they are necessary to ensure eligible children receive FAPE. Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated.

It is Charter School's responsibility to provide assistive technology devices and services when included as part of a student's IEP. Charter School is responsible for the maintenance and repair of assistive technology devices used to implement a child's IEP.

Chief Academic Officer or Principal or his/her designee is directed to seek any necessary assistance from the Commonwealth regarding the purchase and payment for Assistive Technology. According to PDE, Chief Academic Officer or Principal or his/her designee should inform the family not to assume the device will be billed to Medical Assistance (MA), even if a child's MA number is provided on an equipment acquisition form. If the device is billed to MA, Chief Academic Officer or Principal or his/her designee will notify the parents by sending a transfer of ownership letter. When the parents are in receipt of the transfer of ownership letter, the billing process has begun. If the billing is ultimately rejected by MA, the parents will be informed by letter. Chief Academic Officer or Principal or his/her designee may not delay or deny a student's receipt of assistive technology while it attempts to secure MA funding and is directed to comply with any applicable procedures as modified by PDE.

Additional Administrative Procedures: Chief Academic Officer or Principal or his/her designee is charged with implementing procedures to ensure that devices are properly maintained and functioning, including hearing aids and surgically implanted medical devices.

Routine checks and tests of those devices will be administered and results logged or otherwise noted when necessary. Chief Academic Officer or Principal or his/her designee is directed to implement a process to address: the need for AT, effective maintenance of all AT devices, the selection of age and developmentally appropriately AT devices, review of
recommendations from qualified personnel including speech language pathologists regarding AT, and the maintenance of AT by the charter school. All AT devices are to be maintained in a manner deemed appropriate for their intended use and purpose as directed by the manufacturer to the maximum extent possible.

The need for AT services and devices are to be identified with specificity in students’ IEPs and AT services and devices are to be reviewed at least annually in the course of an IEP team meeting, or as requested by the IEP team and/or parent.

Chief Academic Officer or Principal or his/her designee is directed to have AT devices promptly repaired when needed and in the interim a device or back up plan is to be in place while the device is being repaired or maintained.

Chief Academic Officer or Principal or his/her designee is further directed to have a plan in place to provide AT services without interruption.

Chief Academic Officer or Principal or his/her designee is charged with making personnel aware of the availability of AT resources.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ____________, 2016

________________________________________
President

________________________________________
Secretary
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Disciplinary Exclusions of Special Education Students Policy

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons as set forth in Chapter 711 of Title 22 of the Pennsylvania Code as well as the Procedural Safeguards Notice available through PaTTAN. The Board of Trustees directs compliance with these requirements and directs the CEO/CAO/Principal or his/her designee to implement procedures necessary to effectuate the following:

AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)

1. Case-by-case determination
   Commonwealth Education Connections Cyber Charter School (“Charter School”) personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

2. General
   To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see Change of Placement Because of Disciplinary Removals for the definition, below) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading Services.

3. Additional authority
   If the behavior that violated the student code of conduct was not a manifestation of the child’s disability (see Manifestation determination, below) and the disciplinary change of placement would exceed 10 consecutive school days, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children
without disabilities, except that the school must provide services to that child as described below under Services. The child’s IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement (explained under Change of Placement Because of Disciplinary Removals). Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

4. Services
The services that must be provided to a child with a disability who has been removed from the child’s current placement may be provided in an interim alternative educational setting. A charter school is only required to provide services to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their charter school.

A child with a disability who is removed from the child’s current placement for more than 10 consecutive school days must:
   a. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP; and
   b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child’s teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP.

If the removal is a change of placement (see definition below), the child’s IEP Team determines the appropriate services to enable the child to continue to
participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP.

5. Manifestation determination
Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school days or less and not a change of placement), Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter School) must review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
b. If the conduct in question was the direct result of Charter School’s failure to implement the child’s IEP.

If Charter School, the parent, and relevant members of the child’s IEP Team determine that either of those conditions were met, the conduct must be determined to be a manifestation of the child’s disability.

If Charter School, the parent, and relevant members of the child’s IEP Team determine that the conduct in question was the direct result of Charter School’s failure to implement the IEP, Charter School must take immediate action to remedy those deficiencies.

6. Determination that behavior was a manifestation of the child’s disability
If Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child’s disability, the IEP Team must either:

a. Conduct a functional behavioral assessment, unless Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading Special circumstances, the Charter School must return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

7. Special circumstances
Whether or not the behavior was a manifestation of the child’s disability, school personnel may remove a student to an interim alternative educational setting (determined by the child’s IEP Team) for up to 45 school days, if the child:
   a. Carries a weapon (see the Definitions below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School;
   b. Knowingly has or uses illegal drugs (see the Definitions below), or sells or solicits the sale of a controlled substance, (see the Definitions below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; or
   c. Has inflicted serious bodily injury (see the Definitions below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a charter school.

8. Definitions
   a. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).
   b. Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
   c. Serious bodily injury has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
   d. Weapon has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

9. Notification
   On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, Charter School must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Change Of Placement Because Of Disciplinary Removals

A removal of a child with a disability from the child’s current educational placement is a change of placement requiring a NOREP/prior written notice if:
   1. The removal is for more than 10 consecutive school days; or
   2. The removal is for 15 cumulative school days total in any one school year;
   3. The child has been subjected to a series of removals that constitute a pattern because:
a. The series of removals total more than 10 school days in a school year;
b. The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in a series of removals;
c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and
d. Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Charter School and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting

The IEP team must determine the interim alternative educational setting for removals that are changes of placement, and removals under the headings Additional authority and Special circumstances, above.

1. General
   The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:
   a. Any decision regarding placement made under these discipline provisions; or
   b. The manifestation determination described above.

Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

2. Authority of hearing officer
   A hearing officer that meets the requirements described under the sub-heading Impartial Hearing Officer must conduct the due process hearing and make a decision.
   The hearing officer may:
   a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child’s behavior was a manifestation of the child’s disability; or
   b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.
These hearing procedures may be repeated, if Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or charter school files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings Due Process Complaint Procedures, Hearings on Due Process Complaints, except as follows:

1. The SEA must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.
2. Unless the parents and Charter School agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

**Special Rules for Students with Mental Retardation**
The disciplinary removal of a child with mental retardation attending a charter school for any amount of time is considered a change in placement and requires a NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, a charter school may suspend on a limited basis a student with mental retardation who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than mental retardation could be suspended.

**Protections For Children Not Yet Eligible For Special Education and Related Services**
1. General
If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

2. Basis of knowledge for disciplinary matters
A charter school must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:
   a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel, or a teacher of the child;
   b. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
   c. The child’s teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Charter School’s CEO/Principal or to other supervisory personnel of Charter School.

3. Exception
A charter school would not be deemed to have such knowledge if:
   a. The child’s parent has not allowed an evaluation of the child or refused special education services; or
   b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. Conditions that apply if there is no basis of knowledge
If prior to taking disciplinary measures against the child, a charter school does not have knowledge that a child is a child with a disability, as described above under the sub-headings Basis of knowledge for disciplinary matters and Exception, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors. However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Charter School, and information provided by the parents, Charter School
must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

B. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

1. The state and federal regulations do not:
   a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
   b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

2. Transmittal of records
   If a charter school reports a crime committed by a child with a disability, the charter school: must ensure that copies of the child’s special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and may transmit copies of the child’s special education and disciplinary records only to the extent permitted by FERPA.
NON-DISCRIMINATION

Commonwealth Education Connections Cyber Charter School shall not discriminate in its discipline policies or practices on the basis of intellectual ability, status as a person with a disability, proficiency in the English language or any other basis that would be illegal under applicable state and/or federal laws.

Chief Academic Officer or Principal or his/her designee is directed to develop procedures and practices related to the use of positive behavioral interventions and supports, and procedural safeguards and to ensure that those policies and procedures are implemented.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of______________, 2016

__________________________________________
President

__________________________________________
Secretary
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Policy for the Prevention of Disproportionate Representation of Racial/Ethnic Groups in Special Education

It is the policy of the Board of Trustees ("Board") of Commonwealth Education Connections Cyber Charter School Charter School ("Charter School") that there shall not be disproportionate representation of racial and/or ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. It is the policy of the Board of Charter School to comply with Chapter 711.23 of Title 22 of the Pennsylvania Code regarding student screening and disproportionality.

It is the policy of Charter School that there shall be no disproportionality in regard to any of the following areas per 34 CFR 300.646:

(1) The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 602(3) of IDEA;

(2) The placement in particular educational settings of these children; and

(3) The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.

Charter School directs Administration to utilize such evaluative measures that mitigate against the potential for disproportionate representation as the result of inappropriate identification.

Charter School directs Administration to appropriately identify students for special education and related services by following evaluation and reevaluation procedures mandated by IDEA 2004 and its implementing regulations.

Charter School directs Administration to appropriately identify students' disabilities by complying with the screening and child find requirements of Chapter 711 of Title 22 of the Pennsylvania Code and by conducting evaluations and reevaluations in accordance with applicable state and federal laws and regulations.

Charter School directs Administration to ensure that no evaluation or reevaluation procedures, tests or reports are culturally and/or racially biased. Tests and instruments used to identify students shall not be racially or culturally biased.
In accordance with 34 CFR 300.646(b)(2) (relating to disproportionality), as established by the State Department of Education, the services that would be required at Charter School should disproportionality be found to exist at Charter School, would then include:

(1) A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.

(2) For students with academic concerns, an assessment of the student's performance in relation to State-approved grade level standards.

(3) For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.

(4) A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.

(5) Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.

(6) A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.

(7) A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.

(8) Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of __________, 2016

________________________________________
President

________________________________________
Secretary
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Dispute Resolution and Alternative Dispute Resolution Policy

It is the policy of Commonwealth Education Connections Cyber Charter School ("Charter School") to ensure that disputes between parents and Charter School regarding the identification, evaluation, programming and services available to eligible students are addressed effectively and in accordance with applicable state and federal laws.

Every effort should be made to address and resolve disputes at the building/IEP team level if possible. Chief Academic Officer or Principal or his/her designee is directed to be aware of alternative dispute resolution procedures and programs, including facilitated IEP team meetings and mediation, and utilize those programs when deemed appropriate.

Chief Academic Officer or Principal or his/her designee is responsible for ensuring that any agreements entered into as a result of a mediation session are implemented in accordance with the state regulations and is directed to maintain evidence of implementation.

When alternative dispute resolution is not practical or otherwise appropriate, or when a due process complaint is filed, the CEO/CAO/Principal or his/her designee is directed to follow applicable state procedures regarding the filing and answering of a due process complaint, including requirements relating to dissemination of procedural safeguards.

Chief Academic Officer or Principal or his/her designee is responsible for ensuring that due process decisions are implemented in accordance with the state regulations and is directed to maintain evidence of implementation.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this ______ day of _____________, 2016

__________________________________________
President

__________________________________________
Secretary
English as a Second Language/Bilingual Program Policy

Purpose:
In accordance with the Commonwealth Education Connections Cyber Charter School (the “Charter School”) Board of Trustee’s (“Board”) philosophy to provide a quality educational program to all students, the Charter School shall provide an appropriately planned instructional program for identified students whose dominant language is not English (“English as Second Language students”).

The purpose of the program shall be to increase the English language proficiency of English as Second Language students so they can attain the state academic standards within the ESL program setting as well as within the regular classroom environment, to provide equal opportunities for English as Second Language students to participate in extra curricular activities, and to provide the cultural, social and emotional supports for English as Second Language students to adapt to this new cultural setting.

The Board declares it to be their policy to provide an equal opportunity for all students, including English as Second Language students, to achieve their maximum potential through the curriculum, instruction and programs offered in the Charter School. At no time shall the Charter School, including the Board, permit, condone, encourage or facilitate discrimination against students during the course of recruitment, admissions and enrollment, instruction, counseling and daily interactions with Charter School faculty and staff. Equal Education Opportunity Act, 20 U.S.C.A. § 1703; Title VI, Civil Rights Act of 1964, 42 U.S.C.A. § 2000d, et seq.

Definition:
English as Second Language students (“ESL students”) are from diverse linguistic and cultural backgrounds. The Charter School must equip them with the skills to function, compete, and prosper in American society. ESL students must develop academic skills along with their general program peers while also learning English. As ESL students are in transition from their native language to English, the emphasis must be on developing academic skills that comply with Pennsylvania State Standards.

Responsibility
The Charter School shall adopt an instructional program for each ESL student for the purpose of facilitating the student's achievement of English proficiency and academic standards (“ESL Program”). 22 Pa. Code. § 4.26. The Principal and the Director of the ESL Program (“ESL Director”) shall implement and supervise an ESL Program that
meets the legal requirements for ESL Program compliance under federal and Pennsylvania law:

1. Based on an educational theory recognized as sound by some experts in the field or considered by experts as a legitimate experimental strategy;
2. Reasonably calculated, including provisions for resources and personnel, to implement the theory effectively; and
3. Evaluated and adjusted where needed to ensure language barriers are actually being overcome.

No Child Left Behind Act, 20 U.S.C.A. § 6812. The ESL program will come under the direction of the ESL Director. The ESL Director will be responsible for the assurance of the implementation of the program and that proper Charter School policies and procedures are being followed. The Principal and the ESL Director will be responsible for informing Charter School staff with instructional strategies and cultural needs of students who will receive ESL instruction. ESL teaching resource materials will be obtained by the ESL Director and kept in his/her office for reference for both program and non-program teachers.

All teachers instructing within the ESL Program shall hold the requisite certification and endorsements required by Pennsylvania law. Bilingual teachers must demonstrate academic language proficiency both in English and in the language of instruction. 22 Pa. Code § 403; No Child Left Behind Act, 20 U.S.C.A. § 6826.

ESL Program

The goals of the Charter School’s ESL Program are to assist the ESL students in using English, per the No Child Left Behind Act, 20 U.S.C.A. § 6812,:

1. to communicate in social settings;
2. to achieve academically in all content areas; and
3. in socially and culturally appropriate ways.

The Principal and the ESL Director shall implement and supervise the ESL Program, and further ensure that the ESL Program meets the legal requirements for ESL program compliance. The Principal and the ESL Director, in conjunction with appropriate certified ESL teachers, shall develop and disseminate written procedures regarding the ESL Program. The procedures shall include, but will not be limited to, the following:

1. Detailed program goals;
2. Student enrollment procedures (i.e., Home Language Survey);
3. Assessment procedures for program entrance, measuring progress in gaining English proficiency, and program exiting;
4. Accommodations for ESL students in the general education classroom;
5. Grading policies; and
6. List of resources, including support agencies and interpreters.

No Child Left Behind Act, 20 U.S.C.A. § 6826. The ESL Program shall include daily instruction for ESL students, supporting the ESL Program’s goals, and will receive curriculum aligned with Pennsylvania standards. 22 Pa. Code. § 4.26. Language instruction shall correspond to each ESL student’s English proficiency level, which shall include both direct language instruction and adaptation of instruction in all content classes. The exact hours of direct language instruction will be determined based on each ESL student’s needs. All ESL instruction shall be part of each ESL student’s daily schedule, and will not interfere with or prohibit each ESL student’s instruction in all grade level content classes.

ESL students will be placed in all appropriate grade level content classes. Each ESL student will receive instruction in all content areas, as other students in the class. Each ESL student will receive additional supplemental support and instruction from ESL teachers periodically for Language Arts class and for necessary content area classes. An ESL teacher will assist the classroom teacher in identifying and implementing teaching strategies that will help each ESL student achieve academic success in the classroom. During the initial period of language acquisition and development, the Charter School may grade the ESL student on a pass/fail basis.

The Pennsylvania English Language Proficiency Standards shall be incorporated in both ESL instruction and grade level content classes.

Program Goals and Objectives

The Charter School has developed the following goals and objectives for the ESL Program.

Goal 1: To use English to communicate in social settings.

Objective: By the end of the school year, ESL students will improve and increase their ability to use English to participate in social interactions. This will be evidenced by observation of ESL students in cooperative learning activities, playground interactions and personal conversation.

Objective: By the end of the school year, ESL students will improve and increase their ability to interact, through and with spoken and written English for personal expression and enjoyment. This will be evidenced by personal writing journals and book choice with reading log.
Goal 2: To use English to achieve academically in all content areas.

Objective: By the end of the school year, ESL students will improve and increase their ability to use English to interact in the classroom, evidenced by conversations with ESL teachers, observations of student in cooperative group settings, and observations of students in social interactions, report cards and test results.

Objective: By the end of the school year, ESL students will improve and increase their ability to use English to obtain, construct and provide subject matter information in spoken and written form. This will be evidenced by an increase in standardized testing content area scores, a portfolio of ESL student work, and ESL teachers' observations of the ESL students' ability to pose questions and have discussions in content area classes.

Goal 3: To use English in socially and culturally appropriate ways.

Objective: By the end of the school year, ESL students will improve and increase their ability to use the appropriate language variety, register, and genre according to the audience, purpose and setting. This will be evidenced by ESL student academic presentations, observations of ESL students' social conversations with peers, and conversations with ESL teachers.

Objective: By the end of the school year, ESL students will improve and increase their ability to use nonverbal communication appropriate to audience, purpose and setting. This will be evidenced by observations of ESL students by ESL teachers.

The success of the ESL program will be measured by: ESL students increasing scores within their level of the program; ESL students testing to the next level of the program; and ESL students testing out of the program as evidenced by yearly English proficiency testing. Success will also be measured by an increase in academic scores on a content area standardized test. 22 Pa. Code § 403; No Child Left Behind Act, 20 U.S.C.A. § 6841. The ESL Director will also look at student portfolios and ESL teacher narratives to demonstrate progress of each ESL student.

Attendance policies will be the same for ESL students as for English-speaking students.

The Student Handbook will clearly state the Charter School’s policy and expectations regarding the ESL Program.

Enrollment of ESL Students:
ESL students and families shall be provided translation and interpretation services to the extent needed to assist with the enrollment process. All students seeking first time enrollment in the Charter School shall be given a Home Language Survey in accordance with the requirements of the U.S. Department of Education's Office for Civil Rights. Enrollment of a student may not be delayed in order to administer the Home Language Survey. The completed survey shall be filed in each student's permanent record folder through graduation. 22 Pa. Code § 11.11(e).

Based on the Home Language Survey responses, each student shall be assessed for potential placement in an ESL Program. A student will be exempt from assessment if the student meets two of the following three criteria:

1. Final grades of B or better in core subject areas (mathematics, language arts, science and social studies);
2. Scores on Charter School assessments that are comparable to the basic performance level on the annual Pennsylvania System of School Assessment ("PSSA"); or
3. Scores of basic in reading, writing and mathematics on the PSSA or the equivalent assessment from another state.

Identification & Placement of ESL Students:

Entry Criteria

The Charter School will use the WIDA-ACCESS Placement Test (W-APT) to assess newly enrolled students for placement in the ESL program. The W-APT results will be one indicator for placement in the ESL program. Other indicators shall include current or previous grades, performance on state assessments, and Charter School-based formative or summative assessments. This ESL-Program eligibility criterion is aligned with requirements established by the Pennsylvania Department of Education.

Student placement in the ESL Program and designated instruction time (Beginner, Intermediate, Advanced) will comply with program guidelines and will be based upon the instructional need of each ESL student. Instructional placement will be age and grade appropriate.

Parents may request an ESL student to be excused from the ESL Program if the instruction conflicts with the family's religious beliefs. 22 Pa. Code § 4.4(d)(3).

All ESL students shall have access to and should be encouraged to participate in all Charter School educational programs, opportunities, and extracurricular activities available. Equal Education Opportunity Act, 20 U.S.C.A. § 1703; Title VI, Civil Rights Act of 1964, 42 U.S.C.A. § 2000d, et seq.

Exit Criteria
The exit criteria for ESL students is intended to establish valid and reliable evidence of a student’s English language proficiency to exit from the ESL Program, in accordance with requirements established by the Pennsylvania Department of Education. ESL students may exit the ESL Program if they meet exit criteria provided under applicable federal and state laws and regulations.

Once an ESL student exits the ESL Program, he/she will be monitored for two years. During that time, the ESL Director will maintain bi-weekly contact with the classroom teacher to monitor the student’s progress. Monitoring efforts will also include periodic review of grades. At the end of each year, the student progress will be evaluated, using the PSSA and Charter School assessments, to determine if the student is maintaining or demonstrates growth in language skills. Students will be placed back into the ESL Program if evidence does not support maintenance or growth of language skills.

Assessment of ESL Students

In accordance with Pennsylvania academic standards and Charter School academic standards, the Charter School will monitor the progress of ESL students and will provide appropriate accommodations within the content areas to ensure achievement of the academic standards and curricular goals. 22 Pa. Code § 403; No Child Left Behind Act, 20 U.S.C.A. § 6842. The ESL Director will oversee the review, both annual and periodic, of ESL students.

Pennsylvania’s assessments shall be administered to all ESL student annually to measure progress and determine each ESL student’s English language proficiency for each language domain (Reading, Writing, Speaking and Listening/Understanding). Each designated ESL teacher will complete the annual grading and evaluation process for ESL students (English, Reading and Language Arts). Other considerations will include ESL student portfolios and teacher narratives regarding observations of each ESL student. Students with immigrant status who have lived in the United States for less than one year are exempt from participating in the PSSA and local assessments.

Throughout the course of the year, individual student progress will be evaluated on a continuous basis with each ESL teacher and the classroom teacher. Each teacher will modify ESL students’ learning plans to ensure academic success for each ESL student.

A standardized form will be kept in each ESL student’s permanent record folder through graduation. The form shall identify the date, level, and English proficiency score upon entering the ESL Program; report(s) of progress toward ESL Program goals; and academic standardized test scores. A narrative from the designated ESL teacher, regarding each ESL student’s progress toward satisfying the ESL Program objectives, will also be part of the data collection and review process.

An ESL student may not be retained in a grade level based solely based on his/her lack of English language proficiency. Before an ESL student is retained in a grade, the ESL
Director must demonstrate that all appropriate modifications were made to instruction and assessment in order to allow the ESL student's meaningful access to the grade level content curriculum as well as to promote ESL instruction.

ESL Students with Disabilities

All ESL students shall be eligible for special education services. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction for ESL students must be in compliance with governing state and federal laws and regulations.

The IEP team for an ESL student shall include either the ESL Director or an appropriate ESL teacher, or at a minimum, the IEP shall receive input from either the ESL Director or the appropriate ESL teacher when appropriate. The IEP team for an ESL student shall consider the need for ESL instruction as it addresses the ESL student's needs related to the provision of Free Appropriate Public Education. In determining an ESL student's needs, the IEP team shall consider both special education services and ESL instruction simultaneously. Special education services do not replace ESL instruction.

ESL students receiving special education services must submit to Pennsylvania's annual assessments. Each ESL student may participate in assessments through the use of one or more state-approved accommodations appropriate to his/her disability. The IEP team may make decisions regarding assessment accommodations for ESL students with disabilities, considering the following:

1. Accommodations must not invalidate the results of the assessment;

2. Accommodations may be used for the entire assessment or only for part/parts of the assessment;

3. Determinations of any accommodation must be:
   - Based on a student's disability;
   - Made by the student's entire IEP team;
   - Properly documented in the student's IEP; and
   - Properly coded on the assessment.

Communications with ESL Parents/Guardians

Communications with ESL parents and/or guardians must be in the parents'/guardians' preferred language and mode of communication. The Charter School will provide interpretation services (written and/or oral, depending on the preferred mode of communication). No Child Left Behind Act, 20 U.S.C.A. § 7012.
TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS CONTROL. THIS POLICY IS NOT INTENDED TO CONFLICT WITH CHARTER REQUIREMENTS.

ADOPTED this day ______ of ________, 2016

__________________________________________
President

__________________________________________
Secretary
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Special Education Student Enrollment

Administration must not deny enrollment or otherwise discriminate in admission practices on the basis of a child’s need for special education or supplementary aids or services.

Administration shall comply with the Board of Trustees’ (“Board”) Student Admissions Policy which has been adopted by the Board of Commonwealth Education Connections Cyber Charter School. Administration is further directed to make Admissions Policy available for inspection by auditors from the Pennsylvania Department of Education during any special education cyclical monitoring audit.

Administration shall comply with Section 24 P.S. 17-1723-A of the Charter School Law regarding enrollment and shall not discriminate in its admission policies or practices on the basis of intellectual ability (except to the extent specifically allowed by law), or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal under applicable state and/or federal laws or regulations.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ___________, 2016

__________________________________________
President

__________________________________________
Secretary
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Evaluation and Reevaluation Policy

In accordance with applicable state and federal regulations, the Board of Trustees of the Commonwealth Education Connections Cyber Charter School ("Charter School") recognizes that in order to properly identify a student as eligible, Charter School must have a process and procedures in place and therefore, directs as follows:

That Charter School adopts this policy which sets forth procedural requirements for Evaluations and Reevaluations which are necessary to identify specific learning disabilities in accordance with its application for charter.

(1) To determine that a child has a specific learning disability, Charter School shall address whether the child does not achieve adequately for the child’s age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child’s age or State-approved grade-level standards:

(i) Oral expression.

(ii) Listening comprehension.

(iii) Written expression.

(iv) Basic reading skill.

(v) Reading fluency skills.

(vi) Reading comprehension.

(vii) Mathematics calculation.

(viii) Mathematics problem solving.

(2) Use one of the following procedures:

(i) A process based on the child’s response to scientific, research-based intervention, which includes documentation that:

(A) The student received high quality instruction in the general education setting.
(B) Research-based interventions were provided to the student.

(C) Student progress was regularly monitored.

(ii) A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

(3) Have determined that its findings under this section are not primarily the result of:

(i) A visual, hearing or orthopedic disability.

(ii) Mental retardation.

(iii) Emotional disturbance.

(iv) Cultural factors.

(v) Environmental or economic disadvantage.

(vi) Limited English proficiency.

(4) Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:

(i) Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.

(ii) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.

The IEP Team, which consists of a group of qualified professionals and the student’s parents, reviews the evaluation materials to determine whether the child is a child with a disability. The Team shall include a certified school psychologist when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury. Other professionals include hearing or visual specialists, a medical doctor, and occupational, physical or speech therapists. The evaluation must include information from the child’s teacher(s), such as the results of informal tests and narrative statements describing the student’s strengths and needs and also verbal and written input from the parent(s) as to the student’s medical, social and academic history and observations from the home.
The initial evaluation shall be completed and a copy of the evaluation report presented to the parents no later than 60-calendar days after the agency receives written parental consent for evaluation, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted. The evaluator shall prepare and sign the full report of the evaluation containing information such as: a clear explanation of the testing and assessment results; a complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and subtest scores reported in standard, scaled, or T-score format; a complete summary of all information obtain or reviewed from sources other than testing conducted by the evaluator; and specified recommendations for educational programming and/or placement, if necessary.

Parents may request an evaluation at any time, and the request must be in writing. Charter School shall make the Permission to Evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of Charter School, that individual shall provide a copy of the Permission to Evaluate form to the parents within 10-calendar days of the oral request.

Copies of the Evaluation Report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP Team, unless this requirement is waived by a parent in writing.

Reevaluations

Once the child has been identified as being eligible for special education, the child must be reevaluated to determine whether the child’s needs have changed. A Reevaluation must be conducted every three years. An exception to this is if a child has mental retardation. For students who have been determined to have mental retardation, reevaluations must occur every two years.

The Reevaluation process begins with a review of existing evaluation data by the IEP Team, which once more includes the parents. The IEP Team shall also include a certified school psychologist when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairment, specific learning disability and traumatic brain injury.

The information the IEP Team must review includes, but is not limited to, existing evaluation data, evaluations and information provided by the parents, current classroom-based assessments and observations, observations by teachers and services providers, and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals in the IEP and to participate as appropriate in the general curriculum.
At the end of the review, the IEP Team concludes either that no additional data are needed to determine continued eligibility for special education and related services, or that there is a need for additional data.

When additional data is needed to complete a Reevaluation to determine whether the child continues to be a child with a disability and still in need of special education, Charter School officials must also obtain written permission through a formal Permission to Re-Evaluate form. However, if Charter School has made “reasonable attempts” to get permission and has failed to get a response, it may proceed with the Reevaluation.

Reasonable attempts must consist of:

- Documented Telephone calls
- Registered (return receipt required) and First Class Mail letters to the parents
- Visits to the home or parents’ place of business

The reevaluation timeline will be 60-calendar days, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted.

Copies of the reevaluation report shall be disseminated to the parents at least 10 school days prior to the meeting of the IEP team, unless this requirement is waived by a parent in writing.

All evaluations (whether an initial evaluation or a reevaluation) needed to determine a child’s eligibility for special education services must be provided by Charter School at no charge to the parents. If a child needs special education, the special programs and related services as determined by the IEP Team will be provided free by Charter School.

Chief Academic Officer or Principal or his/her designee is directed to implement all procedures in accordance with this policy.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of __________, 2016

________________________________________
President
Secretary
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Exceptional Student Records Confidentiality Policy

Commonwealth Education Connections Cyber Charter School ("Charter School") recognizes the need to protect the privacy rights of Charter School's exceptional students and their parents. The classification, collection, use, maintenance and dissemination of any information about a student or his or her family raises issues regarding the privacy of that information. Thus, Charter School shall adhere to the provisions of federal and state laws pertaining to those privacy rights, including but not limited to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended, and its accompanying regulations; the applicable provisions of the Individuals with Disabilities Education Improvement Act (2004) ("IDEA"), as amended, and its implementing regulations; the applicable provisions of the Pennsylvania Public School Code of 1949, and the applicable provisions of Chapters 12 and 711 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education and other provisions applicable to charter schools. Chief Academic Officer or Principal or his/her designee is designated as the administrator responsible for the maintenance, access, use and release of exceptional student records. This policy is to be used in combination with Charter School's Student Records Policy.

The CEO/Principal or his/her designee shall be responsible for the implementation of this policy.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (34 CFR §300.622)

Unless the information is contained in education records, and the disclosure is authorized without parental/legal guardian consent under FERPA, the student’s parent’s/legal guardian’s consent (or student’s consent if the student has reached the age of majority and is otherwise eligible to have record rights transferred to him or her) must be obtained before personally identifiable information about that student is disclosed to parties other than officials of Charter School. Except under the circumstances specified below, parental consent is not required before personally identifiable information is released to officials of Charter School for purposes of meeting a requirement of Part B of IDEA 2004.

A parent’s (legal guardian’s) consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR §300.611)

1. Related to the confidentiality of information, the following definitions apply:
a. **Destruction** means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

b. **Education records** means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g (FERPA)).

c. **Participating agency** means any charter school, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

d. **Personally identifiable** (34 CFR §300.32) means information that has:
   1) A child’s name, a parent’s name, or the name of another family member;
   2) A child’s address;
   3) A personal identifier, such as a child’s social security number or student number; or
   4) A list of personal characteristics or other information that would make it possible to identify a child with reasonable certainty.

2. **Access Rights (34 CFR §300.613)**

   a. **Parent Access**
   Charter School must permit a parent to inspect and review any education records relating to the parent’s child that are collected, maintained, or used by the charter school under Part B of the IDEA. The charter school must comply with a parent’s request to inspect and review any education records on the parent’s child without unnecessary delay or before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after the parent has made a request.

   A Parent’s right to inspect and review education records includes:
   1) A parent’s right to a response from Charter School to reasonable requests for explanations and interpretations of the records;
   2) A parent’s right to request that Charter School provide copies of the records if the parent cannot effectively inspect and review the records unless the parent receives those copies; and
   3) A parent’s right to have a representative inspect and review the records.

   a) Charter School may presume that a parent has authority to inspect and review records relating to the parent’s child unless advised that the parent does not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.

   b) If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

   c) On request, each charter school must provide the parent with a list of the types and locations of education records collected, maintained, or used by Charter School.
b. Other Authorized Access (34 CFR §300.614)
Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA 2004 (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

2. Fees
Charter School may charge a fee for copies of records (34 CFR §300.617) that are made for a parent under Part B of the IDEA, if the fee does not effectively prevent the parent from exercising the right to inspect and review those records.
Charter School may not charge a fee to search for or to retrieve information under Part B of IDEA 2004.

3. Amendment of Records at Parent’s Request (34 CFR §300.618)
If a parent believes that information in the education records regarding the parent’s child collected, maintained, or used under Part B of IDEA 2004 is inaccurate, misleading, or violates the privacy or other rights of the child, the parent may request the charter school that maintains the information to change the information.
Charter School must decide whether to change the information in accordance with the parent’s request within a reasonable period of time of receipt of the parent’s request.
If Charter School refuses to change the information in accordance with the parent’s request, it must inform the parent of the refusal and advise the parent of the right to a hearing for this purpose.

4. Opportunity for a Records Hearing (34 CFR §300.619)
Charter School must, on request, provide the parent an opportunity for a hearing to challenge information in education records regarding the parent’s child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

a. Hearing Procedures (34 CFR §300.621)
A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g (FERPA):
1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.
3) The hearing may be conducted by any individual, including an official of the educational agency or institution who does not have a direct interest in the outcome of the hearing.
4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student’s education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.

6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

b. Result of Hearing (34 CFR §300.620)

If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform the parent in writing. If, as a result of the hearing, the Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the parent’s child, the parent may place in the records that it maintains on the parent’s child a statement commenting on the information or providing any reasons the parent disagrees with the decision of the participating agency.

Such an explanation placed in the records of the parent’s child must:
1. Be maintained by Charter School as part of the records of the child as long as the record or contested portion is maintained by Charter School; and
2. If Charter School discloses the records of the child or the challenged portion to any party, the explanation must also be disclosed to that party.

c. Safeguards (34 CFR §300.623)

Each charter school must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

Chief Academic Officer or Principal or his/her designee must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding Pennsylvania’s policies and procedures regarding confidentiality under Part B of IDEA 2004 and FERPA.

Each charter school must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.
Persons who have access to personally identifiable information at the charter school will include members of the child’s IEP team, Charter School’s records custodian and Chief Academic Officer or Principal or his/her designee. Any individual accessing a student’s personally identifiable information must sign a sheet evidencing review of the records. The sheet will be maintained with the student records.

5. Destruction of Information (34 CFR §300.624)

Charter School must inform the parent when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the parent’s child, and the information must be destroyed at the parent’s request.

However, a permanent record of the child’s name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Charter School must comply with record maintenance requirements in accordance with FERPA and Chapters 711 and 12 of Title 22 of the Pennsylvania Code, together with directives of PDE with regard to record maintenance. Special Education records must also be maintained in accordance with PDE 6-year cyclical monitoring period guidelines established by PDE.

TRANSFER OF RECORDS BETWEEN SCHOOLS

When the education records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school, the public agency, private school, approved private school or private agency from which the child transferred shall forward all of the child’s educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private school or private agency is notified in writing that the child is enrolled in a charter school.

When the educational records for a child with a disability are transferred to a public agency, private school approved private school or private agency from a charter school, the charter school shall forward the child’s educational records, including the most recent IEP, within 10 school days after the charter school is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES AND RECORD TRANSMITTAL

Charter School reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the crime is reported. A charter school reporting a crime may transmit copies of the child’s special education and disciplinary records only to the extent that the transmission is permitted by FERPA.
ELECTRONIC TRANSMISSIONS

Charter School will ensure that any records kept or transmitted electronically are subject to high standards of electronic security. Charter School uses electronic firewalls and encryption systems, and monitors and tests the system regularly to ensure its stability and integrity. All the Charter School electronic mail correspondence shall include the following:

CONFIDENTIALITY NOTICE
The information in this transmission is intended only for the individual or entity named above. It may be legally privileged and confidential. If you have received this information in error, notify us immediately by calling Charter School at PHONE NUMBER. Send the original transmission to us by mail. Return postage is guaranteed. If the reader of this message is not the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication or its contents is strictly prohibited.

ADMINISTRATIVE PROCEDURES:

Chief Academic Officer or Principal or his/her designee shall be responsible for ensuring that the education records, confidentiality policies and procedures established under IDEA 2004 (relating to confidentiality of education records of exceptional students) are enforced and administered. This official shall:

Notify parents on an annual basis of the policies and procedures regarding exceptional student education records and the rights of parents under both Federal and State Law concerning the confidentiality of education records of exceptional students;

Develop a system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, use, maintenance, release and destruction;

Provide training and instruction in the implementation of records policy requirements for all educational agency personnel who collect or use exceptional student personally identifiable information; and

Maintain a current listing of the names and positions of those agents and employees of Charter School who are authorized by the school to have access to personally identifiable information of exceptional students.

An education record shall not be destroyed by Charter School if there is an outstanding request to inspect and review it by the parent or eligible student.
Charter School will inform the parents of an exceptional student when personally identifiable information collected, maintained, or used in the records of the exceptional student is no longer needed to provide educational services to the exceptional student.

Upon request of the parents, information no longer relevant to and necessary for the provision of educational services to the exceptional student must be destroyed by Charter School. However, a written record of an exceptional student's name, address, phone numbers, grades, attendance records, classes attended, grade level completed, and year completed will be maintained for 100 years.

Prior to the destruction of the information referred to in the above paragraph, Charter School shall send written notification to the parents which shall inform the parents of their right to receive a copy of the material to be destroyed.

Charter School shall not destroy education records containing information necessary for the education of an exceptional student who is enrolled or has been enrolled in an education program operated by the school.

Except as is stated in the above paragraph of this subsection, nothing in this section shall be construed to mean that Charter School is required to destroy education records and the Charter School Administration is directed to implement any procedures necessary to maintain student records consistent with this policy.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this ______ day of___________, 2016

__________________________________________
President

__________________________________________
Secretary
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Extended School Year Services ("ESY ") Policy

The Board of Trustees directs that Commonwealth Education Connections Cyber Charter School ("Charter School") comply with the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services).

Chief Academic Officer or Principal or his designee is directed to ensure that Charter School uses the following standards for determining whether a student with disabilities requires ESY as part of the student's program:

(1) At each IEP meeting for a student with disabilities, the charter school shall determine whether the student is eligible for ESY services and if so, make subsequent determinations about the services to be provided.

(2) In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors, however, no single factor will be considered determinative:

   (i) Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).

   (ii) Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).

   (iii) Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.

   (iv) The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.

   (v) The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.

   (vi) The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.

   (vii) Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.
Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year to year progress may include the following:

1. Progress on goals in consecutive IEPs.
2. Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
3. Reports by parents of negative changes in adaptive behaviors or in other skill areas.
4. Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
5. Observations and opinions by educators, parents and others.
6. Results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.

The need for ESY services will not be based on any of the following:

1. The desire or need for day care or respite care services.
2. The desire or need for a summer recreation program.
3. The desire or need for other programs or services that while they may provide educational benefit, are not required to ensure the provision of a FAPE.

Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe mental retardation; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for ESY services to be provided as follows:

1. Parents of students with severe disabilities shall be notified by Charter School of the annual review meeting to ensure their participation.
2. An IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities.
3. The notice of recommended educational placement (NOREP) shall be issued to the parent no later than March 31 of the school year for students with severe disabilities.
4. If a student with a severe disability transfers into Charter School after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.
The eligibility for ESY services of all students with disabilities shall be considered at the IEP meeting. ESY determinations for students other than those described above as having severe disabilities are not subject to the timelines for students with the severe disabilities described above. However, determinations for those other students shall still be made in a timely manner.

If the parents disagree with Charter School’s recommendation on ESY, the parents will be afforded an expedited due process hearing in accordance with applicable laws. Parents are to be provided with the required procedural safeguards notice.

ESY programs are to be individualized with regard to the amount of services and individually appropriate goals and related services.

In cases where ESY is denied, evidence to support the denial is to be made part of the student’s file.

Chief Academic Officer or Principal or his/her designee is directed to develop procedures consistent with this policy and applicable laws.

TIMELINES CONTAINED IN THIS POLICY MAY BE CHANGED BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION AND THE SCHOOL MUST FOLLOW.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ___________, 2016

_____________________________________
President

_____________________________________
Secretary
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Free Appropriate Public Education (FAPE) Policy

Commonwealth Education Connections Cyber Charter School ("Charter School") must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

The determination that a child described above is eligible, must be made on an individual basis by the group responsible within Charter School for making eligibility determinations.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ____________, 2016

______________________________
President

______________________________
Secretary
Commonwealth Education Connections Cyber Charter School

Annual Notification of Rights under Family Educational Rights and Privacy Act (FERPA) for the 2016-2017 School Year / Notice to Parents and Guardians Regarding the Disclosure of Student "Directory Information"

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents, legally emancipated students, and students over 18 years of age ("eligible students") certain rights with respect to the student’s education records.

These rights are briefly summarized below and are explained more fully in the Board’s Student Records Policy which is on file at the school and is available upon request:

1. The right to inspect and review the student’s education records within 45 days of the day Commonwealth Education Connections Cyber Charter School ("Charter School") receives a request for access. Parents or eligible students should submit to Chief Academic Officer or Principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the Charter School to amend a record that they believe is inaccurate or misleading. They should write the School CEO/Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and advise him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official may include a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law unit personnel); a person serving on the Board; a person or company with whom the Charter School has contracted to perform a
special task (such as an attorney, auditor, medical consultant, or therapist); contractors, consultants, volunteers, and other outside service providers used by the Charter School; or a parent or student serving on official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Charter School discloses education records without consent to officials of another school, school district, school system, or institution of higher learning in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue SW
   Washington, D.C. 20202-4605

Directory Information

Directory information includes information contained in the educational record of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent, unless you have advised the Charter School to the contrary in accordance with Charter School procedures. The primary purpose of directory information is to allow the Charter School to include this type of information from your child’s education records in certain school-related publications or notices.

As part of the Charter School’s annual notification under FERPA, we designate for the school year 2016-2014 the following types or categories of information as “directory information”:

- Student Name
- Participation in officially recognized activities, clubs and sports
- Naming of Student to the Honor Roll, National Honor Society or as Valedictorian
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic Mail Address
- Photograph
- Degrees, honors, awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Examples of how and where the Charter School may disclose directory information include disclosing the directory information in the following, by way of example:

- Newsletters
- A playbill, showing student's role in a drama production
- The annual yearbook
- Honor Roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members
- Companies or outside organizations that manufacture class rings or yearbooks
- Newspapers or other news sources
- Class Lists
- Staff and/or Student Directories and/or listings
- Charter School Website
- Charter School Bulletin Boards
- Organizations conducting studies
- Military recruiters requesting directory information
- Institutions of Higher Learning requesting directory information

These examples are for illustration only and are not an exclusive list of the manner in which directory information may be disclosed. This notice provides you as a parent or eligible student with an opportunity to object in writing to any or all of those types of information that the Charter School has designated as directory information. You have the right to refuse to permit the release by notifying the Charter School in writing that you do not want any or all of those types of information to be designated as directory information for your child or yourself.

Please submit any refusal with the types of information you wish removed from the list of directory information and mail your written objections on or before **September 18, 2016, to Chief Academic Officer or Principal of the Charter School at:**

**Commonwealth Education Connections Cyber Charter School**

Please note that an opt out of directory information disclosures does not prevent the Charter School from identifying a student by name or from disclosing a student's electronic identifier or institutional e-mail address in class. The right to opt out of
directory information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether class is held in a specified physical location or on-line through electronic communications.

If you have any questions regarding this notice, please call or write the CEO/CAO/Principal of the Charter School at: ADDRESS/PHONE NUMBER. If you do not submit a written refusal on or before September 18, 2016 then the Charter School may disclose directory information without your prior consent.

THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE CEO/CAO/PRINCIPAL OF CHARTER SCHOOL FOR AN EXPLANATION. THE CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE CHARTER SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRaille, OR ORAL COMMUNICATION). IF A STUDENT HAS A DISABILITY, ADDITIONAL INFORMATION IS AVAILABLE IN THE CHARTER SCHOOL'S ANNUAL PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS AND RIGHTS FOR STUDENTS WITH DISABILITIES.
The Board of Trustees of Commonwealth Education Connections Cyber Charter School ("Charter School") directs Chief Academic Officer or Principal or his/her designee to implement procedures needed to comply with applicable state and federal requirements, including the following as directed by the Pennsylvania Department of Education:

**INSTRUCTION CONDUCTED IN THE HOME**

Instruction conducted in the home is included in the definition of special education in the federal regulations and is recognized as a placement option on the continuum of alternative placements for students with disabilities. It is highly restrictive and should only be considered when less restrictive placements are not appropriate in accordance with applicable state and federal laws.

The use of instruction conducted in the home is typically restricted to students whose needs require full-time special education services and programs outside the school setting for the entire day.

Although a student placed by his or her Individualized Education Program ("IEP") team on instruction conducted in the home does not receive his or her program in the school setting, he or she remains entitled to a free appropriate public education equal to his or her non-disabled peers, unless this amount of instruction would jeopardize the child's health or welfare. In such cases, the IEP team can agree on fewer hours of instruction so long as the student still receives a free appropriate public education.

In all circumstances involving the placement of a student on instruction conducted in the home, Charter School must file any report or other documentation promulgated by the PDE within 5 days of the placement or as required by PDE. Charter School must supply the PDE with information about the student that is required (his or her disability, and the anticipated length and reason for the placement). In addition, Charter School must provide information regarding the person in Charter School whom PDE can contact to discuss the placement if necessary.

Instruction conducted in the home is not an appropriate option if the IEP team is experiencing difficulty in arranging the program or placement that a student requires. In such cases, Charter School should continue to serve the student in accordance with his or her IEP while taking steps to promptly arrange for the services that the student requires. These steps may include seeking assistance from the PDE or from other child-serving agencies involved with the student. Although instruction conducted in the home is not ordinarily permitted when the student has no condition preventing him or
her from leaving the home, there are occasional, exceptional cases in which the parents and school agree to instruction conducted in the home as a short-term option. In these cases, the school must immediately file a report with the PDE utilizing the form required by PDE. As indicated on the form, the school is also responsible for informing the PDE when the short-term placement has concluded.

**HOMEBOUND INSTRUCTION**

"Instruction conducted in the home," which is listed in the continuum of special education alternative placements in federal regulations is not "homebound instruction," which describes the instruction a school may provide when a student has been excused from compulsory attendance under 22 Pa. Code §11.25 due to temporary mental or physical illness or other urgent reasons.

Although homebound instruction is not a special education placement option for students with disabilities, there are occasions when a student with a disability may receive homebound instruction due to a temporary excusal from compulsory attendance in the same manner as the student's non-disabled peers. Schools must also file any PDE required report or documentation with the PDE for students with disabilities for whom homebound instruction is approved and must also file a follow up report when the temporary placement has concluded and the student has returned to school as required by PDE. In addition, as indicated on the form, schools must attach to the form the physician's recommendation for homebound instruction.

If the temporary condition that precipitated the excusal from attendance for a student with disabilities results in a change in the student's need for specially designed instruction, the school may need to reevaluate the student. The school may also need to reconvene the student's IEP team to determine whether it is necessary to revise the IEP and change the student's placement to instruction conducted in the home.

Chief Academic Officer or Principal or his/her designee is directed to implement procedures necessary to effectuate this policy, including obtaining any forms required by the Pennsylvania Department of Education and updating any forms and information as necessary.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL**

ADOPTED this day ______ of _________, 2016

_________________________________________ President

_________________________________________ Secretary
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Homeless Student Policy

I. AUTHORITY

The No Child Left Behind Act of 2001 (Sec. 721(1)) states that it is the policy of Congress that indicates educational agencies shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education as provided to other children and youths. Specifically, Section 722(g)(3)(A) of the Act indicates:

"the local educational agency serving each child or youth to be assisted [under this Act] shall according to the child's best interest: (i) continue the child's or youth's education in the school of origin for the duration of homelessness, (I) in any case in which a family becomes homeless between academic years or during an academic year; or (II) for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or (ii) enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend."

The Board of Trustees ("Board") of Commonwealth Education Connections Cyber Charter School ("Charter School") recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other Charter School students. The Board shall make reasonable efforts to identify homeless children, encourage their enrollment, and eliminate existing barriers to their attendance and education, in compliance with federal and state law regulations.

The Board may waive policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation, and success in Charter School of homeless students, based on the recommendation of the Chief Executive Officer/Principal.

II. DEFINITIONS

According to the No Child Left Behind Act of 2001 the term "school of origin" means the school in which the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. Sec. 722(g)(3)(G).

Homeless students are defined as individuals lacking a fixed, regular and nighttime residence, which include the following conditions:
(1) Sharing the housing of other persons due to loss of housing or economic hardship.

b) Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.

c) Living in emergency, transitional or domestic violence shelters.

d) Abandoned in hospitals.

e) Awaiting foster care placement.

f) Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.

g) Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar setting.

h) Living as migratory children in conditions described in previous examples.

i) Living as run-away children.

j) Abandoned or forced out of homes by parents or caretakers.

k) Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

The term “migratory children” means children who are, or whose parent or spouse are, migratory agricultural workers, including migratory dairy workers, or migratory fishermen, and who have moved from one school district to another in the preceding 36 months, in order to obtain or accompany such parent or spouse temporary or seasonal employment in agricultural or fishing work. See 20 U.S.C 6399(2).

The terms “enroll” and “enrollment” are defined to include attending classes and participating fully in school activities.

III.  DELEGATION OF RESPONSIBILITY

The Board designates the Chief Executive Officer or his/her designee to serve as the Charter School’s Liaison for homeless students and families.

The Charter School’s liaison shall coordinate with:
a) Local service agencies that provide services to homeless children, youth and families.

b) School districts on issues of records transfer, per pupil allocation, transportation and special education programs to ensure that homeless children who are in need of special education and related services are located, identified, and evaluated.

c) State and local housing agencies responsible for comprehensive housing affordability strategies.

The Charter School Liaison has the following responsibilities:

1. Identify homeless children and youth including preschool age children;
2. Inform parents or guardians of educational rights and related opportunities available to their children, and provide them with meaningful opportunities to participate in the education of their children;
3. Disseminate public notice of the educational rights of homeless students where children and youth receive services under the Act and forms to such places as schools, family shelters, and food pantries;
4. Mediate enrollment disputes in accordance with the Enrollment Dispute section and ensure immediate enrollment pending resolution of disputes;
5. Inform the parent/guardian of a homeless child or youth, and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services;
6. Assist children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records; and
7. Understand the Pennsylvania Department of Education guidance issued for the education of homeless students in order to distribute information on the subject as well as to present workshops for school personnel, including office staff.

IV. GUIDELINES

Students shall not be discriminated against, segregated nor stigmatized based on their status as homeless.

A. Enrollment/Placement

To the extent feasible, and in accordance with the student’s best interest and
parent/guardian’s wishes, a homeless student shall continue to be enrolled in his/her school of origin while he/she remains homeless, or until the end of the academic year in which he/she obtains permanent housing.

Parents/guardians of a homeless student may request enrollment in the school in the attendance area where the student is actually living or other schools. If a student is unaccompanied by a parent/guardian, the Charter School Liaison will consider the views of the student in determining where he/she will be enrolled.

The Charter School shall immediately enroll the student and begin instruction, even if the student is unable to produce records normally required for enrollment pursuant to school policies. However, the Charter School may require a parent/guardian to submit contact information.

The Charter School liaison may contact the previous school for oral confirmation of immunizations, and the school shall request records from the previous district, pursuant to Board policy.

If the Charter School is unable to determine the student’s grade level due to missing or incomplete records, the Charter School shall administer tests or utilize appropriate means to determine the student’s placement.

If a dispute arises over the school selection or enrollment, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parents/guardians shall be provided with a written explanation of the Charter School’s decision, their right to appeal, and the procedures to use for the appeal.

Appropriate school placement arrangements, based on the child’s best interest, should be implemented through cooperative efforts of the respective chief school administrators of the Charter School, the chartering district, and any prior district of residence. Each case presents a unique set of circumstances and, therefore, requires an individualized response. In all cases, the Charter School shall comply, to the extent feasible, with the request made by a parent or guardian regarding school selection, shall attempt to minimize disruptions, and shall maintain the highest possible degree of continuity in programs for all homeless students. The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

In the case of an unaccompanied youth, the Charter School will ensure that the Charter School Liaison assists in placement or enrollment decisions, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
The Charter School must immediately contact the last school attended to obtain relevant academic and other records.

The Board shall admit to the Charter School, upon application, those school age children who are living at or assigned to a facility or institution, and who are residents of the district or another district of this Commonwealth. These facilities or institutions are defined by the Public School Code and include: an agency, supervised or licensed shelter, group home, maternity home, residence, facility, orphanage, or other institution for care or training of children or adolescents.

Homeless students may reside in hotels, motels, cars, tents, or temporarily doubled-up with a resident family because of lack of housing. In determining residence and, in the case of homeless children, equating "residence" and "domicile" (home) does not apply. They are presently unable to establish "homes" on a permanent basis. **Homeless families are not required to prove residency regarding school enrollment.**

### B. Services

Homeless students shall be provided services comparable to those offered to other Charter School students including, but not limited to, transportation services, school nutrition programs, vocational programs and technical education, preschool programs, programs for students with limited English proficiency, and educational services for which students meet eligibility criteria, such as programs for disadvantaged students, students with disabilities, and gifted and talented students.

### C. Transportation

The Charter School shall coordinate transportation for homeless students with the chartering school district of residence or any previous district of residence. The district of origin, the Charter School, and the chartering school district shall agree upon a method to apportion the responsibility and costs of the transportation.

### D. The National School Lunch and Breakfast Program: Documentation and Procedures for Migrant, Homeless, and Runaway Children

Homeless, runaway or migratory children are automatically certified as eligible for free meal benefits and can begin receiving free meal benefits upon proper documentation for meals. Migrant Education or Homeless staff are responsible for providing proper documentation of a child’s status to the Food Service Directors in each school district.

### II. SCHOOL/HEALTH RECORDS
The Charter School should immediately enroll and begin to provide instruction. The Charter School may contact the district of origin for oral confirmation that the child has been immunized. Oral confirmation between professionals is a sufficient basis to verify immunization with written confirmation to follow within 30 days. The instructional program should begin as soon as possible after the enrollment process is initiated and should not be delayed until the procedure is completed.

According to the No Child Left Behind Act of 2001, if the child or youth needs to obtain immunizations or medical records, the enrolling school shall immediately refer the parent or guardian of the child or youth to the liaison who shall assist in obtaining necessary immunizations or medical records.

V. TITLE I

Title I of the Elementary and Secondary Education Act I (Reauthorized January 2002) mandates that funds be reserved to serve homeless children. Section 1113(C)(3) of the Title I statute states, “A local educational agency shall reserve such funds as are necessary ... to provide services comparable to those provided to children in schools funded under this part to serve—,(A) homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live. ...” Section 1115 also indicates that homeless children are eligible for services if they are attending schools served by an LEA.

VII. FISCAL RESPONSIBILITIES

Fiscal responsibilities apply to all homeless students, whether in regular or special education classes.

The Charter School should apply the following criteria when determining fiscal responsibility:

A. The procedures outlined below will be followed in cases when the education of the child is provided by the district where the homeless student is temporarily living (doubled up, motel, shelter). The procedures shall also apply in cases when the district of prior attendance, where that is not the district the child attended when permanently housed, will educate the child.

1. Homeless individuals not in facilities (shelters) or Institutions, as well as homeless individuals living in hotels, motels, cars, tents, or doubled-up with a resident family, shall be reported and reimbursed as resident students;
2. For homeless individuals in temporary shelters, the educating school district will send a PDE-4605 Determination of District of Residence for Student in Facilities or Institutions in Accordance with Section 1306 of School Code to the presumed district of residence;

3. If PDE-4605 is acknowledged by the resident district, the educating district will enter the child on its rolls as a nonresident student from the acknowledging resident school district. The educating district will bill the resident district for tuition, and will report membership data according to PDE child accounting procedures; and,

4. If PDE-4605 is disclaimed and a district of residence cannot be determined, the child will be considered a ward of the state. The educating district will enter the child on its rolls as a nonresident ward of the state, and will report membership according to PDE child accounting procedures. The Department of Education will pay tuition to the educating district based on membership reported to Child Accounting.

B. In cases when the education of the child is provided by Charter School, that district of residence when the child was permanently housed will continue to be responsible for the per pupil allocation for a homeless student for the period of temporary displacement and should maintain the homeless student on its roll as a resident student.

C. In cases when the student becomes permanently housed during the academic year and continues in the school of origin, which is not in the district of new residence, Charter School will continue to educate the formerly homeless student, if requested by the student's parent or guardian, until the end of the academic year and should maintain the homeless student on its roll as a non-resident student.

Charter School should advise the new district of residence of its financial responsibility for this student and send a tuition bill.

VIII. ENROLLMENT DISPUTE PROCEDURE

If a dispute arises over school selection or enrollment, the child or youth must be immediately admitted to the school in which he/she is seeking enrollment, pending resolution of the dispute.

The parent or guardian must be provided with a written explanation of the
school's decision on the dispute, including the right to appeal.

The parent, guardian, child or youth must be referred to the Charter School Liaison, who will carry out the state’s grievance procedure as expeditiously as possible after receiving notice of the dispute.

In the case of an unaccompanied youth, the Charter School Liaison shall ensure that the child or youth is immediately enrolled in school pending resolution of the dispute.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day ______ of ____________, 2016

________________________________________
President

________________________________________
Secretary
INDEPENDENT EDUCATION EVALUATIONS (IEE)
ADMINISTRATIVE PROCEDURES

A parent who disagrees with an evaluation performed or obtained by Commonwealth Education Connections Cyber Charter School ("Charter School") may request an independent educational evaluation (IEE) at public expense to the extent allowed by applicable state and federal regulations. If the request is received verbally, the staff member who receives the IEE request shall inform the parent that the staff member is forwarding the request to the CEO/Principal. The staff member is to forward the request to Chief Academic Officer or Principal without delay.

Chief Academic Officer or Principal or his/her designee shall take the following steps to the extent that they remain consistent with applicable state and federal regulations regarding IEEs:

Chief Academic Officer or Principal may, upon receipt of the request for an IEE, request that the parent state her reasons for disagreement with the evaluation conducted or proposed by the Charter School. Chief Academic Officer or Principal shall not require the parents to do so, however, and shall not delay the process for providing or disputing an IEE.

Within ten school days of receipt of a request for an IEE in writing from a parent, Chief Academic Officer or Principal of Charter School shall issue a NOREP and Procedural Safeguards Notice to the Parent in which Chief Academic Officer or Principal either approves or denies the request for the IEE.

If the parent refuses to consent to the decision not to provide an IEE, the CEO/Principal or his/her designee must file a Due Process Hearing Request with the Office for Dispute Resolution and notify the parent in writing that Charter School has done so. The parent must be copied on the Due Process Hearing Request in the same manner as it is sent to the Office for Dispute Resolution. The parent must be provided with a copy of the Procedural Safeguards Notice upon filing of a Due Process Hearing Request.

If the CEO/Principal consents to provide an IEE, the parent must receive written documentation from Chief Academic Officer or Principal with the NOREP and the Procedural Safeguards Notice. The written documentation must include the following:

(1) Charter School will pay for an IEE provided the IEE meets all of the requirements of an appropriate evaluation as defined in the enclosed Charter School's IEE policy. (The IEE policy will also be included with the written documentation).

(2) The CEO/Principal shall provide a list of qualified independent evaluators to the parent in the discipline requested.

(3) Charter School will not pay for the IEE until the CEO/Principal receives from the evaluator a complete copy of a report of that evaluation and determines that the evaluation meets all of the requirements of Charter School's IEE policy.
(4) A request that the parents consider accessing reimbursement for all or part of
the evaluation from public or private sources of insurance or reimbursement, together
with a clear assurance that the parent is not required to do so and that Charter School
would pay any cost not covered by such sources;

(5) Directions that the parent is responsible for arranging for the
IEE and for ensuring that the evaluator contacts the CEO/Principal to arrange for
payment of the evaluation.

(6) If the evaluation has already been conducted and paid for, the
correspondence shall advise the parent that Charter School will not reimburse the
parent for the IEE until it receives a complete and un-redacted copy of the report of the
evaluation and determines that the evaluation meets all of the requirements of the
Charter School’s IEE policy and documentation substantiating that the parent paid for
or is responsible to pay for the costs of the evaluation requested to be reimbursed.

(7) The IEE shall be reviewed by the student’s IEP and/or MD team and
considered with respect to the provision of FAPE to the student. Where necessary
and/or warranted as required by law, a team meeting shall be convened to discuss the
results of the IEE and any changes in the provision of FAPE proposed as a result of the
IEE.
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Individualized Education Program Policy (IEP)

The Board of Trustees of Commonwealth Education Connections Cyber Charter School recognizes and directs that in addition to the federal requirements incorporated by reference, the state regulations require that the IEP of each student with a disability must include when appropriate:

(1) A description of the type or types of support as defined in this paragraph that the student will receive, the determination of which may not be based on the categories of the child’s disability alone. Students may receive more than one type of support as appropriate and as outlined in the IEP and in accordance with this chapter. Special education supports and services may be delivered in the regular classroom setting and other settings as determined by the IEP team. In determining the educational placement, the IEP team must first consider the regular classroom with the provision of supplementary aids and services before considering the provision of services in other settings.

(i) Autistic support. Services for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills or behaviors consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child’s response to sensory experiences and changes in the environment, daily routine and schedules; and, the need for positive behavior supports or behavioral interventions.

(ii) Blind-visual impaired support. Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness. For students who are blind or visually impaired, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after the evaluation of the child’s reading and writing needs, and appropriate reading and writing media, the extent to which Braille will be taught and used for the student’s learning materials.

(iii) Deaf and hard of hearing support. Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication, accessing public and private accommodations or use of
assistive technologies designed for individuals with deafness or hearing impairment. For these students, the IEP must include a communication plan to address the language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode; and assistive technology devices and services.

(iv) Emotional support. Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.

(v) Learning support. Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.

(vi) Life skills support. Services for students with a disability who require services primarily in the areas of academic, functional or vocational skills necessary for independent living.

(vii) Multiple disabilities support. Services for students with more than one disability the result of which is severe impairment requiring services primarily in the areas of academic, functional or vocational skills necessary for independent living.

(viii) Physical support. Services for students with a physical disability who require services primarily in the areas of functional motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.

(ix) Speech and language support. Services for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.

(2) Supplementary aids and services.

(3) A description of the type or types of personnel support.

(4) The location where the student attends school and whether this is the school the student would attend if the student did not have an IEP.

(5) For students who are 14 years of age or older, a transition plan that includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.
(6) The IEP of each student shall be implemented as soon as possible, but no later than 10 school days after its completion.

(7) Every student receiving special education and related services provided for in an IEP shall receive the special education and related services under that IEP, subject to the terms, limitations and conditions set forth in law.

(8) In addition to the requirements incorporated by reference with regard to development, review, and revision of IEP, Charter School shall designate persons responsible to coordinate transition activities.

The CEO/CAO/Principal or his/her designee is directed to implement all procedures in accordance with this policy.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of __________, 2016

______________________________
President

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Secretary
Commonwealth Education Connections Cyber Charter School
Board of Trustees Policy
Inclusion Policy

In accordance with applicable state and federal regulations regarding students with disabilities, the Board of Trustees of Commonwealth Education Connections Cyber Charter School recognizes and directs as follows:

To the maximum extent appropriate, children with disabilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

A continuum of alternative placements must be available to meet the needs of children with disabilities for special education and related services. The continuum must include alternative placements (including, but not limited to: instruction in, regular classes, supplementary aids and services, instruction in special classes, instruction in alternative schools, home instruction, and instruction in hospitals and institutions to the extent required by applicable laws and regulations).

Administration is further directed to make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement to the extent required by law and to inform the Board when supplementary aids and services must be procured and/or approved by the Board.

In determining the educational placement of a child with a disability, Administration is directed to ensure that the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about: the child, the meaning of the evaluation data, and the placement options. Such decision must be made in conformity with the LRE provisions of the federal regulations.

The child’s placement must be determined at least annually; be based on the child’s IEP; and must be as close as possible to the child’s home to the extent required by applicable law. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.

In selecting the LRE, Administration is directed to give consideration to any potential harmful effect on the child or on the quality of services that he or she needs. A child with a disability is not to be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.
In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in the applicable state and federal regulations, Administration is directed to ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.

Administration is directed to ensure that each child with a disability has the supplementary aids and services determined by the child’s IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

Administration shall ensure that the IEP team making educational placement decisions understands and adheres to the following guiding principles from the Pennsylvania Department of Education to the extent that they are consistent with applicable federal and state regulations:

1. A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP; moreover, FAPE must be delivered in the LRE as per the IEP team;
2. Students will not be removed from regular education classrooms merely because of the severity of their disabilities;
3. When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, the team is obliged to ensure that those services are provided to the extent required by applicable state and federal regulations and laws;
4. IEP teams must determine whether the goals in the student’s IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from the regular education classroom; and
5. The team will consider the full range of supplementary aids and services in regular education classrooms, based on peer-reviewed research to the extent practicable, including modification of curriculum content, before contemplating placement in a more restrictive setting.

To determine whether a child with disabilities can be educated satisfactorily in a regular education classroom with supplementary aids and services, the following factors provided by the Pennsylvania Department of Education shall be considered and addressed:

1. What efforts have been made to accommodate the child in the regular classroom and with what outcome(s);
2. What additional efforts (i.e. supplementary aids and services) in the regular classroom are possible;
3. What are the educational benefits available to the child in the regular classroom, with the use of appropriate supplementary aids and services; and

4. Are there possible significant and negative effects of the child’s inclusion on the other students in the class?

Per the Pennsylvania Department of Education, the presumption is that IEP teams begin placement discussions with a consideration of the regular education classroom and the supplementary aids and services that are needed to enable a student with a disability to benefit from educational services. Benefit from educational services is measured by progress toward the goals and objectives of the student’s IEP, not by mastery of the general education curriculum, and is not limited to academic progress alone; therefore, Administration is directed to ensure that special education placement in a more restrictive environment is not justified solely on the basis that the child might make greater academic progress outside the regular education environment.

The law and the Pennsylvania Department of Education policy favor education with non-disabled peers; however, inclusion or education with non-disabled peers is not a foregone conclusion; such a decision remains exclusively with the IEP team as they consider FAPE. An IEP team may choose a more specialized setting if:

1. The student will receive greater benefit from education in a specialized setting than in a regular class;
2. He or she is so disruptive as to significantly impair the education of other students in the class; or
3. The cost of implementing a given student’s IEP in the regular classroom will significantly affect other children in the LEA.

If, after considering these factors, an IEP team determines that the student needs to be educated in a more specialized setting, the school is required to include the child in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extra curricular activities, assembly programs, recess, lunch, homeroom, etc. Note that a student is not required to “try out” each level of LRE and “fail” before the student moves to a more specialized setting.

Administration is further directed to provide opportunities for teachers to participate in professional development and to become aware of peer-reviewed and research-based practices that can be used to support students in regular classroom settings. In consideration of Pennsylvania Department of Education guidance, Administration is directed to ensure that:

- Program and placement decisions are based on student strengths, potential and needs;
- IEP teams consider the regular classroom with supplementary aids and services before considering a more restrictive environment;
- Staff is aware of this policy on inclusion;
Supportive team structures are in place to enable general education teachers to effectively educate students with IEPs in their regular classroom as appropriate;

IEP teams use the most current IEP format;

Educational placement decisions are made in the proper IEP sequence, which is:

1. Initial eligibility decision;
2. Determine FAPE and design the program (i.e. IEP);
3. Determine whether FAPE can be delivered in the regular classroom with the use of supplementary aids and services;
4. If the answer to step #3 is “no,” then, move to the next step along the continuum of placement options to determine where FAPE can be delivered; and
5. Correct LRE data is entered.

Administration, teachers and Staff shall be required to adhere to the following:

. Be familiar with a wide array of supplementary aids and services.
. Know the proper IEP decision making sequence.
. Consider the whole range of supplementary aids and services when making placement decisions.
. Understand that modifications to the regular curriculum may be an appropriate means of delivering educational benefit within the regular classroom.
. Address services needed for a student in a single plan.
. Be clear about the supports you need in order to implement any given student’s IEP within your regular classroom.
. Be familiar with the continuum of placement options.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ____________, 2016

____________________________________ President

____________________________________ Secretary
Commonwealth Education Connections Cyber Charter School
Board of Trustees Policy

Independent Evaluations Policy

The Board of Trustees recognizes that in accordance with applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code, a parent has the right to obtain an independent educational evaluation ("IEE") of his or her child if the parent disagrees with an evaluation by Commonwealth Education Connections Cyber Charter School ("Charter School") to the extent permitted by law, including the right of Charter School, to file a due process complaint to show that its evaluation is appropriate and to contest the need for an independent evaluation.

If a parent requests an IEE, Chief Academic Officer or Principal or his/her designee is directed to provide the parent with information about where the parent may obtain an IEE and about Charter School's criteria that apply to IEEs. As this policy contains information about Charter School's criteria, this policy should be provided to parents upon request.

An Independent Educational Evaluation or IEE is defined under applicable requirements as an evaluation conducted by a qualified examiner who is not employed by Charter School.

Public expense is defined as follows: Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with the provisions of Part B of IDEA 2004.

A parent has the right to an IEE of his or her child at public expense if the parent disagrees with an evaluation of the child obtained by Charter School, SUBJECT TO THE FOLLOWING CONDITIONS:

If a parent requests an IEE at public expense, Charter School must, without unnecessary delay, either: (1) File a due process complaint to request a hearing to show that its evaluation of the child is appropriate; or (2) Provide an IEE at public expense, unless Charter School demonstrates in a hearing that the evaluation obtained did not meet Charter School's criteria.

The CEO/Principal or his/her designee is directed to notify parents when declining the parent's request for an IEE at public expense and the reason for denial of the IEE.

The CEO/Principal or his/her designee must not unreasonably delay either providing the IEE at public expense or initiating due process.
The CEO/Principal or his/her designee is directed to ensure that the IEP team considers a valid IEE.

Chief Academic Officer or Principal or his/her designee is directed to maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall make that list reasonably available to any parent who requests it.

If Charter School initiates a hearing and the final decision is that Charter School’s evaluation is appropriate, the parent still has the right to an independent evaluation, but not at public expense.

If a parent requests an evaluation at public expense, Charter School shall ask in writing for the parent’s reason why he or she objects to the public evaluation. However, it must be made clear that the explanation by the parent may not be required and the School may not unreasonably delay either providing the independent evaluation at public expense or initiating a hearing to defend its evaluation.

If a parent obtains an independent evaluation at private expense the results of the evaluation must be considered by Charter School, if it meets Charter School’s criteria, in any decision made with respect to the provision of FAPE to the child and may be presented as evidence at a hearing relating to the child.

If an independent evaluation is at public expense, the criteria under which the evaluation is obtained including the location of the evaluation and qualifications of the examiner must be the same as the criteria that Charter School uses when it initiates an evaluation to the extent that those criteria are consistent with the parents’ right to an independent evaluation. This criteria must be made known to the parent.

Charter School may not impose conditions or timelines related to obtaining an evaluation at public expense.

All evaluations performed must take into account the child’s English language skills and ethnicity to ensure that the testing and evaluation will not be unfair or discriminatory. Tests must be given in the child’s native language or mode of communication (such as Braille or sign language) of the child, unless it is clearly not feasible to do so.

Evaluations must also take into account the child’s disability to be sure the test measures what it is supposed to measure.

The specific tests used in the evaluation process depend upon the problems the child is experiencing.
In most cases, the child will be given several tests to help find strengths and needs.

Teacher and IEP team member input must be considered.

Information that parents provide must also be included in the evaluation.

Evaluators must be properly certified and qualified to administer the tests, assessments and evaluation techniques used. Such certification and qualification requirements must meet those mandated in Pennsylvania.

Evaluation techniques must be consistent with the most up to date techniques commonly practiced in the evaluator’s field.

Evaluations must not be racially, culturally or otherwise biased or discriminatory.

Recommendations must be based upon the child and must not be generalized.

A complete copy of the independent evaluation report must be made available to the IEP team.

Parents are to be given a release of records so that information from Charter School (including records, observations and other information gathered regarding the child) about the child may be disclosed to the independent evaluator.

Charter School will comply with and monitor changes in all state and federal time lines, procedures and due process requirements throughout the entire independent evaluation process. In the event that there are changes in state or federal law with regard to any part of this policy, Charter School will comply with state and federal law.

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ADOPTED this _____ day of ______________, 2016

________________________________________
President

________________________________________
Secretary
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Special Education Training Policy

Personnel

The CEO/Principal or his/her designee shall ensure that in-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills and abilities to serve the unique needs of children with disabilities in the school, including those with low incidence disabilities.

Personnel must be fully informed about their responsibilities for implementing applicable state and federal special education laws in the school environment and are provided with technical assistance and training necessary to assist them in this effort.

Training must be a part of Academy of Business and Entrepreneurship Charter School’ Professional Development Plan and Act 48 credits are to be made available.

Trainings are to be administered in areas including but not limited to: behavior support, reading, FAPE in the LRE, Transition, and At/Low Incidence, confidentiality, FBAs/Manifestation Determinations, use of positive behavior support, de-escalation techniques and emergency responses.

Appropriate instructional changes must take place as a result of the trainings.

Personnel should be asked about their training needs on a regular basis.

Instructional paraprofessionals are to receive 20 hours of staff development activities related to their assignment each year.

Personal care assistants are to receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training may include training required by any school-based ACCESS program, if applicable).

Educational interpreters are to receive 20 hours of staff development activities relating to interpreting or transliterating services annually.

The Chief Academic Officer/Principal or his/her designee is directed to implement procedures necessary to ensure:
(1) Personnel training needs are addressed;
(2) General education and special education personnel receive training and professional development;
(3) Personnel are to have the skills and knowledge necessary to meet the needs of students with disabilities.
(4) Educational research, materials and technology are to be acquired and disseminated to teachers, administrators, and related services personnel as needed.

**Parent Training:** Administration is further directed to make training opportunities available to parents or students who require same as part of any IEP and to the extent appropriate under applicable state and federal laws and regulations.

Administration is directed to maintain appropriate documentation of trainings offered and attendance.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this _____ day of __________, 2016

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President

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Secretary
Commonwealth Education Connections Cyber Charter School
Board of Trustees Policy

Special Education Policy

The Board of Trustees ("Board") of Commonwealth Education Connections Cyber Charter School ("Charter School") recognizes that charter schools must comply with Chapter 711 of Title 22 of the Pennsylvania Code, Charter School Services and Programs for Children with Disabilities.

The Board of Charter School also recognizes that charter schools are not exempt from federal special education laws or regulations included in Chapter 711. These include but are not limited to enumerated provisions the Individuals with Disabilities Education Improvement Act (2004) ("IDEA") and Section 504 of the Rehabilitation Act of 1973.

Charter School shall ensure that all children with disabilities enrolled in the charter school, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Charter School must be able to document that children with disabilities, who are in need of special education programs and services, are identified and evaluated through child find activities. Child find includes public awareness activities that are sufficient to inform parents of the special education programs and services that are available and how to request those services.

Charter School must conduct systematic screening activities that lead to the identification and evaluation of children with disabilities. Basic screening procedures might include but are not limited to hearing and vision tests as well as grade level tests of academic performance.

Charter School must also have a system to evaluate the overall success and effectiveness of public awareness and child find activities.

Charter School recognizes that:

- Children with disabilities must be admitted on the same basis as children without disabilities.
- Upon admitting a child with a disability, the school must provide services to address the child's specific needs.
• When a student with a disability transfers to the school, the school is responsible for ensuring that the student receives services that are described in an Individualized Education Program (IEP), either by adopting the old IEP or by developing a new IEP.
• Charter School will use the most current and appropriate versions of Special Education Formats.
• To meet the requirements of federal law, Charter School may provide the services itself, or contract with another entity, such as an intermediate unit or school district, to provide the services, respecting the least restrictive environment requirements.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ____________, 2016

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President

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Secretary
Commonwealth Education Connections Cyber Charter
School

Board of Trustees Policy

Students with Specific Learning Disabilities Policy

The Board of Trustees of Commonwealth Education Connections Cyber Charter School ("Charter School") directs the CEO/Principal or his/her designee to develop procedures for the determination of specific learning disabilities that conform to the criteria in Section 711.25 of Title 22 of the Pennsylvania Code. These procedures are to be included in the School's annual report and any charter renewal application to the extent that a charter renewal application is required to be submitted:

To determine that a child has a specific learning disability, Charter School shall:

(1) Address whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards:

   (i) Oral expression.
   (ii) Listening comprehension.
   (iii) Written expression.
   (iv) Basic reading skill.
   (v) Reading fluency skills.
   (vi) Reading comprehension.
   (vii) Mathematics calculation.
   (viii) Mathematics problem solving.

(2) Use one of the following procedures:

   (i) A process based on the child's response to scientific, research-based intervention, which includes documentation that:

      (A) The student received high quality instruction in the general education setting.
      (B) Research-based interventions were provided to the student.
      (C) Student progress was regularly monitored.

   (ii) A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

(3) Have determined that its findings are not primarily the result of any of the following:
(i) A visual, hearing or orthopedic disability.
(ii) Mental retardation.
(iii) Emotional disturbance.
(iv) Cultural factors.
(v) Environmental or economic disadvantage.
(vi) Limited English proficiency.

(4) Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:

   (i) Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.

   (ii) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day _____ of ____________, 2016


President

Secretary
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Surrogate Parent Policy

Commonwealth Education Connections Cyber Charter School ("Charter School") must ensure that an individual is assigned to act as a surrogate of a child when no parent or person acting as the parent can be identified, or Charter School, after reasonable efforts, cannot locate the parent, or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434 a(6).

Charter School must have a method of determining whether or not a child needs a surrogate parent, and for assigning a surrogate parent to the child as well as ensuring that surrogates are trained and have adequate knowledge to serve in this capacity.

Charter School may select a surrogate parent in any way permitted under State law, but must ensure that a person selected as a surrogate is not an employee of the State Educational Agency ("SEA"), Charter School or any other agency that is involved in the education or care of the child. For a child who is a ward of the State, a surrogate may be appointed by a judge overseeing the child’s care or by Charter School. The surrogate must have no personal or professional interest that conflicts with the interest of the child the surrogate parent represents. The surrogate parent must have knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, educational placement and provisions of FAPE to the child.

For a homeless youth, not in the physical custody of the parent or guardian, Charter School must appoint a surrogate. Reasonable efforts are to be made by the SEA to ensure the assignment of a surrogate not more than thirty (30) days after there is a determination by Charter School that the child needs a surrogate.

The IDEA of 2004 contains language about seeking parental permission for initial evaluations when a child is a ward of the State. If a child is designated a ward of the State, the whereabouts of the parent is not known or the rights of the parent have been terminated in accordance with State law; someone other than the parent has been designated to make educational decisions for the child. Therefore, Charter School must obtain consent for an initial evaluation from the individual designated to represent the interests of the child.

The Chief Academic Officer/ Principal or his/her designee is directed to develop procedures that may be necessary to implement this policy.

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ADOPTED this _____ day of ____________, 2016
Signed_________________________ President
Commonwealth Education Connections Cyber Charter School

Board of Trustees Policy

Transition Services Policy

For students who are 14 years of age or older, Commonwealth Education Connections Cyber Charter School ("Charter School") shall include a transition plan in the student's IEP, which includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

If determined appropriate by the IEP team, transition planning may begin prior to 14 years of age.

The student must be invited to the IEP team meeting where transition planning is being considered.

If the student does not attend the IEP meeting, the Charter School must take other steps to ensure that the student's preferences and interests are considered.

Transition services are a coordinated set of activities for a student with a disability designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the student's strengths, preferences, and interests as well as the fact that the student has been educated in a school setting.

Based on age appropriate assessment, the student's IEP team is to define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Such postsecondary goals or goals covering education, training, employment or independent living, will be updated annually.

The services/activities and courses of study that support that goal are to be included in student IEPs. For each service/activity, the location, frequency, projected beginning date, anticipated duration, and person/agency responsible are also to be included.

The specific courses of study which facilitate the student's successful move from school to the student's expressed post-school goal must be included in the IEP. If specific
transition services are required, based upon the student's skill deficit area(s), to assist the student in realizing his/her goal(s), these must be set forth in the IEP. Each post-school goal should contain information as to the instruction, related service(s), community experience and if appropriate, acquisition of daily living skills that are necessary for meeting the post-school goal(s).

Overall, for each post-school goal, there must be at least one annual goal included in the IEP which contains the student's name, clearly defined behavior and performance criteria. Lastly, there should be means by which to measure progress towards the post-school goal(s) and indication of adjustment to the transition plan if the progress monitoring data does not support achievement of the goal and/or positive movement towards achievement of same.

The CEO/Principal or his/her designee is directed to inform the Board of Trustees of any new requirements regarding Transition Planning and any need to obtain additional services, training and/or assessment tools related to Transition Planning.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day _____ of ____________, 2016

________________________________________
President

________________________________________
Secretary
# CEC Schools Academic Year Calendar for 2018-2019

The school day begins at 8:00 AM and ends at 4:00 PM.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 6 - August 24, 2018</td>
<td>New Teacher and Staff Orientation/Professional Development</td>
<td>Staff Only</td>
</tr>
<tr>
<td>August 27, 2018</td>
<td>First Day of School</td>
<td>Staff and Students</td>
</tr>
<tr>
<td>September 3, 2018</td>
<td>Labor Day</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>September 10, 2018</td>
<td>Rosh Hashanah</td>
<td>Schools &amp; Administrative Office Closed</td>
</tr>
<tr>
<td>September 18-19, 2018</td>
<td>Yom Kippur</td>
<td>Schools &amp; Administrative Office Closed</td>
</tr>
<tr>
<td>October 8, 2018</td>
<td>Columbus Day</td>
<td>Schools &amp; Administrative Office Closed</td>
</tr>
<tr>
<td>October 26, 2018</td>
<td>Professional Development</td>
<td>Staff and Students</td>
</tr>
<tr>
<td>November 6, 2018</td>
<td>Election Day</td>
<td>Staff Only (Full Day 10am to 3pm)</td>
</tr>
<tr>
<td>November 12, 2018</td>
<td>Veterans Day</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>November 22 and 23, 2018</td>
<td>Thanksgiving Holiday</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>December 21, 2018</td>
<td>Christmas Holiday Last Day for Students</td>
<td>School Closed</td>
</tr>
<tr>
<td>December 24 - January 7, 2018</td>
<td>Winter Recess</td>
<td>School Closed</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>New Year's Holiday</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>January 21, 2019</td>
<td>Martin Luther King's Birthday (Day of Service)</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>January 25, 2019</td>
<td>Professional Development</td>
<td>Staff and Students</td>
</tr>
<tr>
<td>February 18, 2019</td>
<td>Presidents' Day</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>February 22, 2019</td>
<td>Professional Development</td>
<td>Students and Staff</td>
</tr>
<tr>
<td>March 25 - April 1, 2019</td>
<td>Spring Recess</td>
<td>Schools Closed</td>
</tr>
<tr>
<td>April 26, 2019</td>
<td>Professional Development</td>
<td>Students and Staff</td>
</tr>
<tr>
<td>May 27, 2019</td>
<td>Memorial Day</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>June 7, 2019</td>
<td>Professional Development</td>
<td>Staff Only</td>
</tr>
<tr>
<td>June 21, 2019</td>
<td>Last Day for Pupils</td>
<td>Schools and Administrative Office Open</td>
</tr>
<tr>
<td>June 26, 2019</td>
<td>Last Day for Staff</td>
<td>Schools and Administrative Office Open</td>
</tr>
<tr>
<td>July 4, 2019</td>
<td>Independence Day</td>
<td>Schools and Administrative Office Closed</td>
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</tbody>
</table>
Commonwealth Education Connections, Inc.

Teacher Evaluation Plan
**Evaluation - Teachers**

CEC has developed its own teacher evaluation guidelines and evaluation instrument(s) in accordance with applicable laws.

CEC is committed to the continued professional development of all employees. To that end, CEC has developed a Performance Management System to be used for teachers. Following are the goals for CEC's Performance Management System:

1. To systematically provide professional development and concrete, explicit coaching to all teachers, regardless of experience and seniority;
2. To provide concrete, explicit evaluation for teachers to ensure they have an understanding of their own job performance; and
3. To provide concrete rationale for promotion, dismissal, and any and all other actions related to employment status.

The CEC Performance Management System process is as follows:

All teachers are observed by the Chief Academic Officer, Deputy Chief Academic Officer for Curriculum and Instruction and the Principal at minimum of once every four weeks throughout the school year. The Chief Academic Officer, Deputy Chief Academic Officer for Curriculum and Instruction and the Principal may, at their discretion, enter teachers' classrooms to observe, for purposes of support, supervision, and evaluation. Classroom visits may be a combination of announced and unannounced visits. The Deputy Chief Academic Officer for Curriculum and Instruction will conduct frequent, short (5-20 minutes), informal observations and will provide feedback in writing and/ or orally when appropriate. The Deputy Chief Academic Officer for Curriculum and Instruction will also conduct observations for longer periods of time (more than 20 minutes). Observations will be used to complete an evaluation of an individual teacher's performance.

All teachers will be formally evaluated on the performance areas outlined in the CEC Teacher Evaluation Tool. A teacher will receive an Advanced, Advanced/Proficient, Proficient, Needs Improvement, or Unacceptable rating for each performance area. CEC reserves the right to make adjustments to this tool if such adjustments are clearly communicated to teachers.

**Overall evaluation ratings shall be as follows:** satisfactory or unsatisfactory. Teachers who receive an evaluation with five of more performance areas marked as “Needs Improvement” and/ or one or more performance areas marked as “Unacceptable” will receive an unsatisfactory evaluation. All other teachers will receive a satisfactory evaluation.

All teachers will receive an “Annual Evaluation” by approximately February 15, unless a teacher has begun employment at the school after January 1st of the school year, in which case the teacher will receive his or her Annual Evaluation approximately six weeks after his/her start date. A teacher who receives an unsatisfactory rating on his/her Annual Evaluation will receive a “Follow-Up Evaluation” by approximately May 1st of the same
school year. (Teachers who began their employment at the school after January 1st who receive an unsatisfactory Annual Evaluation will receive their Follow-Up Evaluation approximately six weeks after receiving their Annual Evaluation, unless this date falls after the last day of school, in which case s/he will receive the Follow-Up Evaluation during the last week of the school year.)

Teachers will be evaluated by the Deputy Chief Academic Officer for Curriculum and Instruction serving as one of their direct supervisor. The Principal may assist in writing teacher evaluations when appropriate. All teacher evaluations will be signed by the Chief Academic Officer, Deputy Chief Academic Officer for Curriculum and Instruction and by the Principal.

CEC teachers are expected to be present and engaged throughout the evaluation process defined for their development.

Prior to the first day of school: The evaluators shall meet with teachers for the purpose of explaining the evaluation process/instrument and answering questions.

By approximately February 15 (except as noted above): All Teachers, Mentor Teachers, Lead Teachers, and Senior Lead Teachers will meet with their respective Small Learning Community Coordinator and the Deputy Chief Academic Officer for Curriculum and Instruction to receive their Annual Evaluations. During initial evaluation meetings, teachers will meet with the Principal and the CAO to discuss content of the evaluation. Teachers will be given two (2) copies of the written Annual Evaluation (without goals), signed and dated by the Principal and the Deputy Chief Academic Officer for Curriculum and Instruction. The teacher shall sign and return one (1) copy to indicate having received it, but not to indicate agreement or disagreement.

Within approximately 10 Calendar Days of the Annual Evaluation Meeting: Teachers may attach their written comments to the evaluation form. These comments will be included in the teacher’s personnel file.

Within approximately 20 Calendar Days of the Annual Evaluation Meeting: Teachers will have a second meeting directly with the Chief Academic Officer. Teachers who received a satisfactory rating on their Annual Evaluation will collaborate with the Deputy Chief Academic Officer for Curriculum and Instruction to determine individual goals for the remainder of the school year. Teachers who received an unsatisfactory rating on their Annual Evaluation will receive a Performance Improvement Plan (PIP). The Performance Improvement Plan will include a written prescription for any performance area marked as Unacceptable or Needs Improvement in the evaluation. Performance Improvement Plans may last for up to 45 calendar days. Again, at this meeting, teachers will be given two (2) copies of the written Annual Evaluation (including goals and/or PIP), signed and dated by the Principal and the Deputy Chief Academic Officer for Curriculum and Instruction. The teacher shall sign and return one (1) copy to indicate having received it, but not to indicate agreement or disagreement.
By approximately May 1 (except as noted above): Any teacher who received an unsatisfactory rating on his/her first evaluation will meet with the Deputy Chief Academic Officer for Curriculum and Instruction to receive a Follow-Up Evaluation. At this meeting, the teacher will be given two (2) copies of the written Follow-Up Evaluation, signed and dated by the Principal and the Deputy Chief Academic Officer for Curriculum and Instruction. The teacher shall sign and return one (1) copy to indicate having received it, but not to indicate agreement or disagreement.

Within approximately 10 Calendar Days of the Follow-Up Evaluation Meeting: Teachers may attach their written comments to their individual evaluation forms. These comments will be included in teachers’ personnel file.

It shall be appropriate for the Principal to dismiss a teacher who receives an unsatisfactory rating on two consecutive evaluations (the Annual Evaluation and the Follow-Up Evaluation) within the same academic year. If the Principal deems an employee to be excessively absent for the purpose of avoiding a Follow-Up Evaluation meeting, the Principal reserves the right to dismiss the teacher without holding the Follow-Up Evaluation meeting. In such case, the Follow-Up Evaluation and a notice of the intent to dismiss the employee will be sent via First Class, Certified mail to the employee’s address on record.

An evaluation and its consequences are not subject to the grievance procedures of the Contract.
Directions to Evaluator for use of CEC's Performance Evaluation Tool

Please assess each teacher on each competency listed within the document. (To ensure ratings are grounded in previous, objective evaluations of an individual teacher's performance, CEC expects that individuals completing evaluations will review all previously completed observations in the given academic year. Given the frequency of observation within the school, CEC Leaders should have at minimum three observations to review.)

Please highlight the specific rating for an individual teacher's performance on each row. Following completion of assessing an individual teacher on each row, please total the number of competencies which are rated at each level. Be sure to include overall strengths and weaknesses. When reviewing this tool with an individual teacher, do not address goals in the first meeting; instead, review the content of the assessment and provide a written copy of the tool for said teacher. Please have the teacher sign the evaluation without goals added during the initial meeting. Be sure to schedule a follow-up meeting with each teacher to collectively identify goals and include said goals in one's complete and final evaluation. Please have the teacher sign the evaluation once goals have been added to the tool. At the end of this evaluation process, administration should have two signed copies of a teacher's evaluation: one without goals and the other with goals.

Please list the totals on the last row of the tool. Keep in mind that all individuals with five or more ratings in the "Needs Improvement" column and/or with one or more ratings in the "Unacceptable" column earn an unsatisfactory evaluation.
Teacher Name: ________________________  □ Annual Evaluation  □ Follow-Up Evaluation
<table>
<thead>
<tr>
<th>General Area</th>
<th>Specific Competency</th>
<th>Advanced</th>
<th>Advanced Proficient</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>assessment</td>
<td>Ability to Analyze Assessment Results</td>
<td>Teacher analyzes classroom and school assessment results in ways that are innovative and highly effective in the understanding of student learning needs all the time.</td>
<td>Teacher analyzes classroom and school assessment results in ways that increase understanding of student learning needs and in accordance with best practices almost all of the time.</td>
<td>Teacher inconsistently thoroughly analyzes assessment results to understand student progress and learning needs.</td>
<td>Teacher rarely/never uses assessment results to understand student progress and learning needs.</td>
<td></td>
</tr>
<tr>
<td>assessment</td>
<td>Analysis of Assessment</td>
<td>Teacher provides fair, accurate, constructive, and timely feedback to students on their progress all the time.</td>
<td>Teacher provides fair, accurate, constructive, and timely feedback to students on their progress in accordance with best practices almost all of the time.</td>
<td>Teacher inconsistently provides fair, accurate, constructive, and/or timely feedback to students on their progress.</td>
<td>Teacher rarely/never provides timely, fair, accurate, and constructive feedback to students on their progress.</td>
<td></td>
</tr>
<tr>
<td>assessment</td>
<td>Appropriateness of Response to Assessment Results</td>
<td>Teacher takes responsibility for student failure all the time and works innovatively to respond to the students' learning needs.</td>
<td>Teacher takes responsibility for student failure and works to respond to the students' learning needs in accordance with best practices almost all of the time.</td>
<td>Teacher inconsistently takes full responsibility for student failure, allowing large numbers of students to fail.</td>
<td>Teacher rarely/never takes full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily.</td>
<td></td>
</tr>
<tr>
<td>assessment</td>
<td>Checking for Understanding</td>
<td>Teacher adeptly, efficiently, and frequently uses a variety of checking for understanding techniques to innovatively monitor student learning all the time.</td>
<td>Teacher uses a sampling of checking for understanding techniques to monitor student learning in accordance with best practices almost all of the time.</td>
<td>Teacher inconsistently uses checking for understanding techniques to monitor student learning.</td>
<td>Teacher rarely/never employs techniques to check for understanding and moves forward without monitoring student understanding.</td>
<td></td>
</tr>
<tr>
<td>assessment</td>
<td>Classroom Assessments</td>
<td>Classroom assessments are innovative models for measuring student learning all the time.</td>
<td>Classroom assessments are exemplary; they cover all skill and content material as outlined in the curriculum almost all of the time.</td>
<td>Classroom assessments inconsistently cover the skill and content material as outlined in the curriculum.</td>
<td>Classroom assessments rarely/never are linked to the skill and content material as outlined in the curriculum.</td>
<td></td>
</tr>
<tr>
<td>General Area</td>
<td>Specific Competency</td>
<td>Advanced</td>
<td>Advanced Proficient</td>
<td>Proficient</td>
<td>Needs Improvement</td>
<td>Unacceptable</td>
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</tr>
<tr>
<td>Assessment</td>
<td>Questioning</td>
<td>Teacher innovatively uses higher order thinking questions to rigorously push student thinking all the time.</td>
<td>Teacher uses higher order thinking questions to effectively push student thinking in accordance with best practices almost all of the time.</td>
<td>Teacher inconsistently uses higher order thinking questions to push student thinking almost all of the time.</td>
<td>Teacher inconsistently uses higher order thinking questions to push student thinking.</td>
<td>Teacher rarely/never uses higher order thinking questions to push student thinking.</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Ability to Refocus a Classroom</td>
<td>Teacher innovatively, efficiently, and positively refocuses a class when students move off task or lose concentration all the time.</td>
<td>Teacher recognizes the need to refocus a class and works to do so in accordance with best practices almost all of the time.</td>
<td>Teacher recognizes the need to refocus a class and does so almost all of the time.</td>
<td>Teacher inconsistently recognizes the need to refocus a class and may allow problems to escalate.</td>
<td>Teacher rarely/never recognizes when a class needs to be refocused.</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Classroom Culture</td>
<td>School rules, values, and behaviors are innovatively enforced and emphasized all the time.</td>
<td>School rules, values, and behaviors are clearly enforced and emphasized in accordance with best practices almost all of the time.</td>
<td>School rules, values, and behaviors are enforced and emphasized consistently.</td>
<td>School rules, values, and behaviors are enforced and emphasized inconsistently.</td>
<td>Teacher rarely/never enforces nor emphasizes school rules, values, and behaviors.</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Classroom Procedures</td>
<td>The classroom runs like clockwork and all students seem routinized to all procedures almost all of the time.</td>
<td>The classroom runs efficiently and in accordance with best practices; students seem routinized to all procedures almost all of the time.</td>
<td>The classroom runs efficiently and students seem routinized to procedures almost all of the time.</td>
<td>Classroom routines are inconsistently efficient, causing a lack of flow in the classroom.</td>
<td>Routines are rarely/never executed, causing a lack of flow in the class.</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Classroom Tone</td>
<td>The tone of classroom is innovatively efficient, respectful, and positive all the time.</td>
<td>The tone of the classroom is efficient, respectful, and positive in accordance with best practices almost all of the time.</td>
<td>The tone of the classroom is efficiently, respectful, and positive almost all of the time.</td>
<td>The tone of the classroom is inconsistently efficient, respectful, and positive.</td>
<td>The tone of classroom is rarely/never efficient, respectful, and positive.</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Dealing with Challenging Situations and Students</td>
<td>Teacher deals appropriately and innovatively with challenging situations and students without derailing the learning process all the time.</td>
<td>Teacher deals in an appropriate way with challenging situations and students in accordance with best practices almost all of the time.</td>
<td>Teacher deals in an appropriate way with challenging situations and students almost all of the time.</td>
<td>Teacher inconsistently deals in an appropriate way with challenging situations and students.</td>
<td>Teacher rarely/never deals with challenging situations and students appropriately.</td>
</tr>
<tr>
<td>General Area</td>
<td>Specific Competency</td>
<td>Advanced Proficient</td>
<td>Proficient</td>
<td>Needs Improvement</td>
<td>Unacceptable</td>
<td></td>
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<td>-------------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Relationships with Students</td>
<td>Teacher innovatively creates a climate of caring in the classroom by addressing students in a respectful and positive way all the time.</td>
<td>Teacher addresses students in a respectful and professional manner in accordance with best practices almost all of the time.</td>
<td>Teacher inconsistently addresses students in a professional manner.</td>
<td>Teacher rarely/never addresses students in a professional manner.</td>
<td></td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Student Engagement</td>
<td>In a lesson, all students are on task and there are no side conversations at all times.</td>
<td>In a lesson, almost all students are on task at all times.</td>
<td>In a lesson, students are inconsistently on task.</td>
<td>In a lesson, students are rarely/never consistently on task.</td>
<td></td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Student Engagement</td>
<td>If a student moves off task, teacher immediately and innovatively addresses the student all the time, always using the least invasive form of intervention and without major adjustments to the pace of instruction.</td>
<td>If a student moves off task, the teacher works to address the problem almost all of the time.</td>
<td>The teacher inconsistently notices and/or addresses off-task behavior.</td>
<td>The teacher rarely/never notices off-task behavior.</td>
<td></td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Transitions</td>
<td>Hallway transitions are an innovative model of silent efficiency all the time.</td>
<td>Hallway transitions are smooth, silent, efficient, and in accordance with best practices almost all of the time.</td>
<td>Hallway transitions are inconsistently silent and efficient.</td>
<td>Hallway transitions are rarely/never silent and efficient.</td>
<td></td>
</tr>
</tbody>
</table>

Commonwealth Education Connections, Inc. Teacher Evaluation Plan Appendix
<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Differentiating Instruction</th>
<th>Teacher innovatively makes necessary curriculum modifications for students with special needs all the time.</th>
<th>Teacher makes necessary curriculum modifications for students with special needs in accordance with best practices almost all of the time.</th>
<th>Teacher inconsistently makes curriculum modifications for students with special needs.</th>
<th>Teacher rarely/never makes necessary curriculum modifications for students with special needs.</th>
</tr>
</thead>
</table>

Commonwealth Education Connections, Inc. Teacher Evaluation Plan Appen
<table>
<thead>
<tr>
<th>General Area</th>
<th>Specific Competency</th>
<th>Advanced</th>
<th>Advanced Proficient</th>
<th>Proficient Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Lesson Design</td>
<td>Mastery objectives are student-centered, measurable, attainable, and challenging all the time.</td>
<td>Mastery objectives are student-centered, measurable, attainable, and challenging in accordance with best practices almost all of the time.</td>
<td>Mastery objectives are inconsistently student-centered, measurable, attainable, and challenging all the time.</td>
<td>Mastery objectives are rarely/never student-centered, measurable, attainable, and challenging.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Lesson Materials</td>
<td>Student materials are innovatively rigorous, attractive, error-free, and conducive to high-quality work all the time.</td>
<td>Student materials are rigorous, attractive, error-free, and conducive to high-quality work in accordance with best practices almost all of the time.</td>
<td>Student materials are inconsistently rigorous, attractive, error-free, and conducive to high-quality work almost all of the time.</td>
<td>Student materials are rarely/never rigorous, attractive, error-free, and conducive to high-quality work.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Lesson Planning</td>
<td>Lessons are clearly aligned with the objectives that are outlined in the curriculum all the time.</td>
<td>Lessons are aligned with the content and skill objectives that are outlined in the curriculum in accordance with best practices almost all of the time.</td>
<td>Lessons are inconsistently aligned with the content and skill objectives that are outlined in the curriculum almost all of the time.</td>
<td>Lessons are rarely/never aligned with the content and skill objectives that are outlined in the curriculum.</td>
</tr>
<tr>
<td>Instruction</td>
<td>Classroom Environment</td>
<td>Teacher creates and updates innovative bulletin boards and instructional</td>
<td>Teacher creates and updates bulletin board boards and visual displays to support</td>
<td>Teacher inconsistently creates and updates bulletin board boards and visual displays to support</td>
<td>Teacher rarely/never creates and updates bulletin board boards and visual displays to support student learning.</td>
</tr>
</tbody>
</table>

Commonwealth Education Connections, Inc. Teacher Evaluation Plan Appen
and inspirational signage that supports student learning.

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Differentiating Instruction</th>
<th>Teacher has developed an innovative system of differentiating instruction to reach all students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>student learning in accordance with best practices almost all of the time.</td>
<td>Teacher has developed a consistent system of differentiating instruction to reach students in accordance with best practices almost all of the time.</td>
</tr>
<tr>
<td></td>
<td>to support student learning.</td>
<td>Teacher has developed a system that inconsistently differentiates instruction for students.</td>
</tr>
<tr>
<td></td>
<td>almost all of the time.</td>
<td>Teacher has developed a system that rarely/never differentiates instruction for students.</td>
</tr>
</tbody>
</table>

Commonwealth Education Connections, Inc. Teacher Evaluation Plan Appendix
<table>
<thead>
<tr>
<th>General Area</th>
<th>Specific Competency</th>
<th>Advanced Proficient</th>
<th>Proficient Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Establishing Learning Expectations</td>
<td>Teacher serves as an innovative model in establishing and demanding high expectations for student learning, behavior, and quality of work in a variety of ways.</td>
<td>Teacher establishes, communicates, and demands high expectations for student learning, behavior, and quality of work in accordance with best practices almost all of the time.</td>
<td>Teacher inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work almost all of the time.</td>
</tr>
<tr>
<td>Instruction</td>
<td>Pace of Instruction</td>
<td>Pace of instruction is innovatively efficient, engaging, and urgent all the time.</td>
<td>Pace of instruction is efficient, engaging, and urgent almost all of the time.</td>
<td>Pace of instruction is inconsistently efficient, engaging, and urgent.</td>
</tr>
<tr>
<td>Instruction</td>
<td>Student Engagement</td>
<td>Teacher has developed a classroom culture where students are engaged in the learning activity, as demonstrated by their attentiveness and participation, all the time.</td>
<td>Teacher has developed a classroom culture where students are engaged in the learning activity in accordance with best practices almost all of the time.</td>
<td>Teacher has developed a classroom culture where students are inconsistently engaged in the learning activity.</td>
</tr>
<tr>
<td>Instruction</td>
<td>Student Work</td>
<td>Teacher ensures that all students complete and turn in all work, including homework,</td>
<td>Teacher ensures that students complete and turn in work, including homework, in accordance with best practices almost all of the time.</td>
<td>Teacher inconsistently ensures that students complete homework.</td>
</tr>
</tbody>
</table>

Commonwealth Education Connections, Inc. Teacher Evaluation Plan Appendix
and that all work is of high quality. the time. the time. 

| Professional Development | Openness to Feedback | Teacher reflects upon and responds to feedback with openness and a "good to great" attitude all the time. | Teacher reflects upon and responds to feedback with openness in accordance with best practices almost all of the time. | Teacher inconsistently reflects upon and responds to feedback with openness almost all of the time. | Teacher rarely/never reflects upon nor responds to feedback with openness. |

Commonwealth Education Connections, Inc. Teacher Evaluation Plan Appendix
<table>
<thead>
<tr>
<th>General Area</th>
<th>Specific Competency</th>
<th>Advanced</th>
<th>Advanced Proficient</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Ability to Meet Deadlines</td>
<td>Teacher meets deadlines for lesson plans, progress reports, and/or report cards all the time.</td>
<td>Teacher meets deadlines for lesson plans, progress reports, and/or report cards in accordance with best practices almost all of the time.</td>
<td>Teacher meets deadlines for lesson plans, progress reports, and/or report cards almost all of the time.</td>
<td>Teacher inconsistently meets deadlines for lesson plans, progress reports, and/or report cards.</td>
<td>Teacher rarely/never meets deadlines for lesson plans, progress reports, and/or report cards.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Attitude</td>
<td>Teacher's relationships with colleagues are extremely positive, collaborative, and generous all the time.</td>
<td>Teacher's relationships with colleagues are positive and collaborative in accordance with best practices almost all of the time.</td>
<td>Teacher's relationships with colleagues are positive and collaborative almost all of the time.</td>
<td>Teacher's relationships with colleagues are inconsistently positive and collaborative.</td>
<td>Teacher's relationships with colleagues are rarely/never positive and collaborative.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Attitude</td>
<td>Teacher's attitude is positive and respectful of students, families, colleagues, and school leaders all the time.</td>
<td>Teacher's attitude is respectful of students, families, colleagues, and school leaders in accordance with best practices almost all of the time.</td>
<td>Teacher's attitude is respectful of students, families, colleagues, and school leaders almost all of the time.</td>
<td>Teacher's attitude is inconsistently respectful to students, families, colleagues, and/or school leaders.</td>
<td>Teacher's attitude is rarely/never respectful to students, families, colleagues, and school leaders.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Relationships with Colleagues/School</td>
<td>Teacher assumes innovative leadership among colleagues, supporting them and engaging in professional exchange.</td>
<td>Teacher engages in professional exchange with colleagues in accordance with best practices almost all of the time.</td>
<td>Teacher engages in professional exchange with colleagues almost all of the time.</td>
<td>Teacher inconsistently engages in professional exchange with colleagues.</td>
<td>Teacher rarely/never engages in professional exchange with colleagues.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Relationships with Colleagues/School</td>
<td>Teacher exerts a positive influence on the entire staff all the time.</td>
<td>Teacher exerts a positive influence on the entire staff in accordance with best practices almost all of the time.</td>
<td>Teacher exerts a positive influence on the entire staff almost all of the time.</td>
<td>Teacher inconsistently exerts a positive influence on the entire staff.</td>
<td>Teacher rarely/never exerts a positive influence on the entire staff all the time.</td>
</tr>
</tbody>
</table>

Commonwealth Education Connections, Inc. Teacher Evaluation Plan Append...
<table>
<thead>
<tr>
<th>General Area</th>
<th>Specific Competency</th>
<th>Advanced Needs</th>
<th>Advanced Proficient</th>
<th>Proficient Needs</th>
<th>Improvement</th>
<th>Unacceptable Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Relationships with Families</td>
<td>Teacher rarely/never communicates with families to inform them of the instructional program and share information about the emotional and social development of their students.</td>
<td>Teacher communicates with families to inform them of the instructional program and share information about the emotional and social development of their students.</td>
<td>Teacher communicates with families to inform them of the instructional program and share information about the emotional and social development of their students.</td>
<td>Teacher rarely/never communicates with families to inform them of the instructional program and share information about the emotional and social development of their students.</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>Relationships with Families</td>
<td>Teacher returns phone calls from families within 24 hours all the time.</td>
<td>Teacher returns phone calls from families within 24 hours in accordance with best practices almost all of the time.</td>
<td>Teacher returns phone calls from families within 24 hours almost all of the time.</td>
<td>Teacher rarely/never returns phone calls to families within 24 hours.</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>Timeliness</td>
<td>Teacher is punctual for the school day, scheduled classes/pick-up times, and/or meetings all the time.</td>
<td>Teacher is punctual for the school day, scheduled classes/pick-up times, and/or meetings in accordance with best practices almost all of the time.</td>
<td>Teacher is punctual for the school day, scheduled classes/pick-up times, and/or meetings most of the time almost all of the time.</td>
<td>Teacher is rarely/never punctual for the school day, scheduled classes/pick-up times, and/or meetings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
<td>Advanced Proficient</td>
<td>Proficient</td>
<td>Needs Improvement</td>
<td>Unacceptable</td>
<td></td>
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<tr>
<td>Overall Scores</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Commonwealth Education Connections, Inc. Teacher Evaluation Plan Append
Overall Strengths and Weaknesses:
Acknowledgement of Receipt and Completion (prior to addition of Goals/PIP)

☐ This teacher has received a satisfactory evaluation.

☐ This teacher has received an unsatisfactory evaluation.

Deputy Chief Academic Officer for Curriculum and Instruction Date

Principal Date

I acknowledge receipt of my complete, formal evaluation at CEC. I understand that I can submit a written response to my formal evaluation within 10 calendar days.

Employee Name Date
Goals and/or Performance Improvement Plan:
Acknowledgement of Receipt and Completion (after addition of Goals/PIP)

☐ This teacher has received a satisfactory evaluation.

☐ This teacher has received an unsatisfactory evaluation.

__________________________________________  ____________________________
Deputy Chief Academic Officer for Curriculum and Instruction  Date

__________________________________________
Principal  Date

I acknowledge receipt of my complete, formal evaluation at CEC, including follow-up goals and/or my Performance Improvement Plan.

__________________________________________
Employee Name  Date
The primary means of transporting students to and from the CEC school campus will be via buses contracted by the local school district or outside transportation provider. CEC's Director of the Student Success Center and School Advisory Council will work closely with the school district to ensure that necessary modifications to existing bus routes, if any, will be made in a manner that considers both student safety and efficiency.

For our extended-day or extended-year program at CEC school campus, attempts will be made to maximize the use of district-provided transportation. Additional transportation needs will be satisfied by contracting for services with the district or with one or more of the bussing contractors in the local area.

Transportation for sporting events, field trips, etc. will be performed in a manner that ensures student safety and may include contracting of services.

Students living outside the local district who attend CEC school campus will be provided transportation pursuant to applicable statutes and regulations.

Students attending our cyber program will be provided transportation as needed or as requested from the school.
Commonwealth Education Connections, Inc.

Board Procedures for Monitoring School Performance and Evaluating the School Leader
Throughout the year, CEC’s (Commonwealth Education Connections) Board of Commissioners, Chief Executive Officer, and Chief Academic Officer will conduct annual and ongoing evaluations in order to effectively track the school’s overall progress relative to the mission and the stated goals and objectives.

An accountability plan must be based on a shared vision and goals for what the school should be and do and fully compliant with state law in order to gain valuable information about programmatic and school-wide efficacy. Therefore, the mission of CEC will guide the effort of evaluation and foster collaborative relationships among all stakeholders who should hold each other to the same standard of excellence and are open to constructive feedback. The larger community must participate in setting the basic goals and purposes and should operate in a climate of ongoing self-improvement to ensure continuous progress and success. These beliefs and actions will lead to the effective use of evaluation outcome data to inform and improve classroom practices and the operation of CEC.

**Role of Board of Commissioners**

The board will assume responsibility for reviewing the overall institutional and education policies of CEC in coordination with the Chief Executive Officer who sets- the day to day operating policies. The Board Development Committee will design and administer instruments, approved by the Board of Commissioners, to evaluate its own performance in areas such as board recruitment, nominations, orientation, training, and evaluation in accordance with the by-laws of the charter school as well as direct the Chief Executive Officer to develop policies and practices. Board Effectiveness Indicators will be developed and a self-evaluation rubric will be designed to define and track the status of progress. Additionally, the Board Development Committee will be responsible for coordinating the review, preparation and board approval of the school-wide satisfaction survey each year.

**Role of Administrative Staff**

The Chief Academic Officer and Principal will be responsible for the submission of a report of academic progress based on the program-specific assessment measures, as well as student learning as synthesized from the use of multiple forms of evidence of achievement including benchmarks reflecting the mission of CEC. The Principal will conduct and oversee the program evaluation as well as assist with the annual satisfaction survey of students, parents, and staff to measure performance as related to the school’s mission and goals. The survey will include, but not be limited to, evaluation of student progress, teacher/student communication, teacher/parent communication, administrator/parent communication, facilities, curriculum, parent involvement, student life, and school culture. The Principal will synthesize all of the data required for this evaluation for an annual report outlining the results.
Role of Teaching Staff

The teachers, teaching assistants, and school counselors will participate in a school-wide satisfaction survey each year. They will provide their own self-evaluation as part of their annual employment review and conduct peer observation as part of professional development throughout the year along with a formal evaluation from the Deputy Chief Academic Officer for Curriculum and Instruction. Teachers will keep a portfolio for review of notes from teacher supervision, anecdotal records, lesson plans, classroom observations, particularly in relationship to benchmarks reflecting the mission of CEC. Teachers will also schedule and document opportunities for formal and informal ways in which parental input is encouraged and ways in which they actively engage parents in opportunities to promote academic and non-academic goals of CEC as part of the program evaluation process.

Role of Parents

Parents and guardians will participate in completing a school-wide satisfaction survey each year. They will also have the opportunity to participate as active members of CEC’s School Advisory Council and express and implement their thoughts, ideas, and concerns throughout the year through standing committee involvements and leadership on the School Advisory Council. Parents and guardians will also have opportunities for more formal input as part of the program evaluation process. Different forms of engagement and involvement will be considered as indicators of success in meeting academic and non-academic goals.

Role of Students

Students will participate in a school-wide satisfaction survey each year. Additionally, opportunities will be provided for students to reflect on their own learning in ways that are developmentally and culturally appropriate. The students’ reflections on learning will focus particularly on their creation of approaches to demonstrate what they have learned and what they know and are able to do relative to benchmarks, Interim Assessments and State Testing. These indicators of progress will include activities and experiences within the school and in the community, which show progress toward meeting non-academic and academic goals of CEC.

Role of Consultants

CEC will make use of professional educational consultants, particularly those who bring talents, knowledge, skills and resources related to the mission of CEC. Of particular importance are those individuals who are knowledgeable about immersion education, International Baccalaureate (IB) and inquiry-based education, and objective tools and processes to measure program progress in the stated goals and objectives and in adherence to the mission of CEC. Feedback from these consultations will result in reports or notes from retreats or special meetings with the Chief Executive Officer, Board of Commissioners, and all other staff who will engage in improving performance in the areas identified in a consultants scope of work and/or contract for services with CEC.
Listed below is how CEC plans to evaluate the Principal/administrators, Teachers, Support staff; and Programs.

The reason for evaluation is to determine the effectiveness of a program, service, or those whose roles and functions are critically tied to program implementation and effectiveness. In the case of CEC the mission includes a focus on academic development building upon a set of unique linguistic goals and objectives fostering dual language immersion. Effectiveness and progress toward the achievement of the specific goals and benchmarks represent one aspect of the school.

Other key elements concern the social/cultural development of children and families and a commitment to global citizenship, civic engagement, service learning, multicultural competencies, and readiness for life-long learning. Planning and implementing CEC’s mission and aforementioned commitments require planning and leadership. The following overview provides the essential elements of how the key drivers of CEC’s mission and commitments will be evaluated.

Evaluation tools and methods will included but are not limited to: 1) written evaluations based on classroom observations; 2) student performance based on multiple forms of evidence of achievement; 3) Benchmark assessments developed to ensure that student progress are monitored in English, French and Italian 4) feedback from parents and guardians; 5) feedback from peers and external consultants 6) students’ performance on interim assessment, state standardized testing and other indicators. The structure will be used to design ongoing continuous improvement data and progress reports throughout the year that include such things as coaching, professional development resources and training where needed.

**Principal/Administrators**

The Board of Commissioners will conduct a review and evaluation of the Principal to assess the extent to which the goals set forth in the contract of employment have been achieved and concrete evidence that the key elements of the mission of CEC have been realized.

The Principal recommended for employment by the Chief Executive Officer, hired by the Board of Commissioner, is responsible for hiring select staff and conducting evaluations for the Chief Academic Officer and Deputy Chief Academic Officer for Curriculum and Instruction, who will evaluate their direct reports.

**Teachers/Assistant Teachers**

The Deputy Chief Academic Officer for Curriculum and Instruction will complete at least three formal teaching observations throughout the academic year and one annual performance evaluation for each member of the teaching staff that include feedback from peers, parents, and others with whom the teacher interacts. A critical part of the teacher’s evaluation will be based
on the use of multiple forms of evidence of child development and learning, particularly as it relates to the achievement of unique goals and objectives.

Multiple forms of evidence may include teacher evaluations of student achievement, portfolios as evidence of student work, final projects presented to a panel of community members, etc. Scores from several standardized tests can constitute multiple forms of evidence but only accounts for a small percentage of the totally evaluation. A “Curriculum Implementation Checklist” will also be used to assess the extent to which the teacher has mastered the essential elements of the approaches to the curriculum and learning goals.

Results from observations and annual performance evaluation will direct the selection of professional development workshops and help shape the professional development plans for the following academic year.

Support Staff

The Chief Academic Officer and Deputy Chief Academic Officer for Curriculum and Development will each complete annual performance evaluations based on the job descriptions and anticipated outcomes for the support staff reporting to them. The evaluations will measure actual performance relative to the standards and/or goals established at the beginning of the school year of point of hire.

Programs

Elements of the evaluation including academic and non-academic programming will be conducted as a collaborative effort of the board, chief executive officer, and staff and overseen by the Principal and the Chief Academic Officer. Specific criteria for the areas of program evaluation will be based on the stated mission, goals, objectives and the unique goals and objectives and units of inquiry.

These criteria will include but will not be limited to broad categories of: disaggregated student achievement data both academic and linguistic (using multiple forms of evidence including formative assessment data); parent/guardian/student/staff satisfaction as demonstrated on survey results; attendance and student performance and demonstrations of learning; staff and student retention; documented evidence of school/community engagement, social/cultural development of children and families, the explicit evidence of a commitment to global citizenship, civic engagement, service learning, multicultural competencies, and readiness for life-long learning. This will also be supplemented by formal interim assessments, benchmarks and state standardized testing scores.

Evaluation tools will document and measure progress toward meeting CEC’s stated mission and goals in terms of curriculum content, implementation, and buy-in from all aspects of program operations. Benchmark assessments will be used to ensure that student progress is monitored in all core subject areas. Input from teachers, parents/guardians, and to the extent possible, students, will be an essential aspect of the program evaluation process.

Below are some sample *formative questions* (those that can be asked throughout the year) and *summative questions* (those that can be answered at the end of the year based on the formative question) that will be used to evaluate the success of the programs.

Sample Formative Evaluation Questions for Program Evaluation Component:

- Is the school being operated as proposed/authorized?
- Were the appropriate persons selected and included in the planned activities?
- Are the schools’ management plans being followed or adjusted for defensible reasons?
- Are students moving toward the anticipated/planned goals?
- Which elements/factors of the schools are aiding the students to move toward these goals?
- Are the resources being appropriately directed to fulfill the goals of the schools?

Sample Summative Evaluation Questions for Program Evaluation Component

- Did the schools meet their goals and the goals of the initiative?
- Have the needs of the students and community been met?
- Can the school and the initiative be continued/perpetuated under existing conditions?
- Were there unintended or unanticipated outcomes as a result of these schools?
- What are their value and merit?
Selection of the Principal. The CEO, CAO and the CHCOTD&HR, in cooperation with CEC’s Board, will develop a set of key school leadership characteristics that will be used to identify possible Principal candidates. Examples of possible Principal identification criteria are listed below:

- Interprets school-wide data trends to identify, adapt and improve curriculum and management practices across subject areas and grades
- Delivers evaluation feedback effectively so that staff members always adopt suggested improvements
- Maintains a respectful tone and does not compromise school expectations in all dealings with parents

CEC's Chief Academic Officer and Chief Human Capital Officer for Talent Development and Human Resources will hold informal screening interviews with applicants. Qualified applicants will receive a formal interview with CEO and Vice President Education and Academic Management. After the initial screening process, qualified candidates will complete performance tasks based on the Principal selection criteria. For example, a Principal candidate might be shown school performance data along with a video footage of a teacher in action. The candidate's task would be to identify instructional and management habits which most directly contributed to the school's achievement score and to formulate an action plan for the teacher. CEC's Chief Education Officer and Chief Academic Officer would score this task according to a rubric and debrief the candidate about the strengths and weaknesses of his/her performance. CEC's Board would not be involved in this debrief and evaluation.

CEC's CEO will nominate a final candidate after considering each candidate's overall performance. CEC's Board will conduct a formal interview with the candidate, discuss his/her qualifications and vote on whether to approve the CEO's recommendation. A simple majority of the Board's voting members must support the candidate in order for an offer to be extended to the final candidate. If the Board rejects the recommendation, CEC's Deputy Chief Operating Officer for Talent Development and Human Resources and the CEO will restart the evaluation process with other qualified candidates.

Evaluation. The Board will be responsible for the formal evaluation of the Principal. However, the CEO, CAO and his/her delegate shall have the authority and responsibility, to supervise the Principal and to hold him/her accountable for the success of CEC academic progress. The CAO or his/her delegate will provide ongoing management of and coaching for the Principal. Informal observations, which are ongoing, may include evaluation of weekly staff meetings or individual parent conferences. Coaching meetings, held approximately once per week, include opportunities to debrief observed performances and to identify improvement strategies.

The Principal will receive a formal Annual Evaluation. CEC's CAO, will be the primary author of the evaluation. The Principal will be scored based on progress towards and achievement of quantitative metrics approved by the Board. Examples of performance goals may include:
## Evaluation Categories

### Instructional Leadership
- School-wide and per-student progress towards benchmark skill mastery on interim assessments
- School-wide and per-student progress towards state standardized test performance scores (beginning in year two)
- Implementation of standard process by which general curriculum is systematically assessed and adjusted to cause progress towards school performance goals
- School-wide compliance with IEP accommodations and modifications
- Implementation of standard process by which IEPs are systematically assessed and adjusted to cause progress towards school performance goals
- Implementation of standard process by which the quality of instruction is assessed and adjusted to cause progress towards school performance goals
- Implementation of standard process by which key staff developmental needs are identified and addressed with professional development

### Cultural Leadership
- Student retention rate
- School-wide and per-class attendance rate
- Staff retention rate
- Percentage of students sent-out and suspended
- Homework completion rate
- Aggregate scores in teacher evaluation of school leadership and support

### Operational Leadership
- Daily percentage of bus riders arriving on time
- Percentage of time school-issued technology (e.g., laptops, projectors) is operational
- Operational status of building features (e.g., air conditioning, lighting) and neatness

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The CEO, or his/her delegate, will seek the input of the Board prior to finalizing the Principal’s Annual Evaluation. After incorporating the input of the Board, the CEO, or his/her delegate, will deliver the evaluation to the Principal. The final Annual Evaluation will be shared with the Board.

The Principal shall serve pursuant to a contract, which may be renewed by the Board, subject to approval by CEO. If either the Board or the CEO wishes not to renew the Principal’s contract, the Board shall submit such recommendation to the Chief Academic Officer. Either the CEO or the Board may recommend terminating the Principal’s contract at any time, with such termination requiring the approval of the majority of the Board or by recommendation of the CEO.

Commonwealth Education Connections, Inc.
Policies for Promotion/Performance, Graduation, and Student Discipline
Student Discipline Procedures & Penalties

Purpose of Regulations
The overall approach to discipline at CEC is focused on positive behaviors, good choices, and individual student responsibility. The purpose of this regulation is to: (1) define conduct which may result in discipline of a student and (2) set forth due process procedures for various types of discipline.

Application of Regulations
A student who engages in conduct prohibited by this policy will be disciplined. Discipline may include, but is not limited to, any one or any combination of the following: oral reprimand, parent conferences, detention, temporary exclusion from the classroom, loss of privileges, withdrawal from class, off-campus suspension or expulsion, or referral to appropriate law enforcement agency.

These regulations are intended to regulate conduct of a student when the student is: (1) attending school, (2) on school grounds or at a school sponsored event, (3) traveling to or from school for a school sponsored event, or (4) engaged in misconduct that is in any other manner school related or affects the operation of the school.

THE FIRST, SECOND, AND THIRD VIOLATION STATEMENTS ARE GUIDELINES AND DO NOT LIMIT THE JUDGMENT OF THE ADMINISTRATOR OR THE SCHOOL ADVISORY COUNCIL, WHO MUST ASSESS THE SITUATION AND THE STUDENT BEHAVIOR HISTORY.

It is anticipated that any two or more violations of the same rule or any combination of the rules will result in more severe penalties than the guidelines for a single offense.

Long-term suspensions and other penalties that affect the completion of a trimester may result in the student not being promoted to the next grade.

A student on active suspension from regular classes is also considered suspended from participation in the after-school program or any school function scheduled during their suspension except for tutoring and the Saturday Scholars Program.

A student’s discipline record is cumulative. Unless otherwise stipulated, it is the intent of this policy that violations are cumulative for the entire school year. Good behavior is also rewarded and students can back down our discipline process with personal efforts and good behavior.

Detention is defined as work programs when offered, which may require the student to do simple cleaning tasks, loss of recess, or special placement other than their classroom during the school day.
Recommended Guidelines for Discipline Violations

This lists the most common violations, but is not all-inclusive. Each major incident of student discipline will be evaluated and responded to as quickly as possible.

Nature of Violation and the Offense Recommended Discipline

Alcohol, drugs, and paraphernalia, possession and using; and/or selling and dealing

1. Long term suspension, expulsion, Police Referral, Counseling Program to be completed before re-admission.

Arson

1. Long term suspension, Expulsion, Police Referral, Counseling Program to be completed before re-admission.

Assault

1. Depending on the severity a student who has committed assault can be suspended from 1 to 9 days, or to the end of the trimester, the year, or expulsion with a Police Referral, Counseling Program to be completed before re-admission.
2. Long term suspension (Policy Referral)
3. Expulsion (Policy Referral)

Bullying and/or Threats

1. Possible detention or suspension 1-5 days.
2. Student’s classes closed pending parent conference, possible outside counseling program recommended, possible 5-10 days suspension.
3. Suspension for balance of the trimester. (long-term Suspension)

Defiance of authority: disobeying staff directives

1. Detention or suspension: 1-5 days.
2. Student’s classes closed pending parent conference, possible outside counseling program recommended, possible 5-10 days suspension.
3. Suspension for balance of the trimester. (long-term Suspension)
4. Student can appeal an offense to the Teen Court for discipline from a jury of their peers.

Disruptive conduct

1. Detention or Suspension: 1-3 days.
2. Suspension: 1-3 days. Student’s classes closed pending parent conference.
3. Suspension: 3-5 days, 5-19 days or Long-Term, up to the balance of the trimester.
Emergency alarms and fire control devices.

1. Expulsion. (Police Referral)

Endangering the health and safety of others

1. A student is subject to suspension or expulsion, depending on the severity of the offense. (Police Referral)

Fighting

1. Suspension for 1-5 school days.
2. Suspension: 5-9 days. (Police Referral)
3. Long-Term suspension (Police Referral) Outside Counseling Program (anger management) required for re-admission.
4. Student can appeal an offense to the Teen Court for discipline from a jury of their peers.

Forgery and cheating

1. Detention or Suspension: 1-5 days.
2. Suspension: 5-9 days. Detention or Suspension: 1-5 days. (Police Referral)
3. Long-Term Suspension for the balance of the trimester.
4. Student can appeal an offense to the Teen Court for discipline from a jury of their peers.

Gambling

1. All classes closed pending parent conference. Detention or Suspension: 1-9 days.
2. Suspension for the balance of the trimester. Possible outside counseling required prior to re-admission (Gamblers Anonymous)
3. Student can appeal an offense to the Teen Court for discipline from a jury of their peers.

Inciting student unrest (Gang Membership)

1. A student is subject to long term suspension of up to 1 year, or expulsion depending on the severity of the offense. (Police Referral)

Obscenity or defamation

1. Immediate class suspension/detention
2. Classes closed pending parent conference. Suspension: 1-9 days.
3. Suspension for the balance of the trimester.
4. Student can appeal an offense to the Teen Court for discipline from a jury of their peers.

Possession of weapons and dangerous items

1. The student can be suspended for a period of up to one school year or expelled with no re-admission. (Police Referral)

Commonwealth Education Connections, Inc. Policies for Promotion/Performance, Graduation, and Student Discipline Appendix
Sexual harassment

1. The hearing officer may warn, suspend for 1-9 schools days or move to the 2nd offense
2. Suspension for the balance of the trimester of expulsion. Outside counseling program may be required prior to re-admission.

Smoking and/or tobacco usage

1. Class closed pending parent conference: Probation; Detention; Suspension 3-5 days
2. Classes closed pending parent conference, written contract, probation, suspension 5-9 days
3. Long Term Suspension for the balance of the trimester.

Theft, extortion, or misrepresentation

1. Restitution or suitable arrangements for restitution prior to returning to school, warning, detention or suspension 1-9 days. (Police Referral)
2. Long term suspension.
3. Expulsion and police referral.

Unauthorized entry

1. Expulsion and police referral.

Vandalism, destruction of property

1. Restitution or suitable arrangements for restitution prior to returning to school and suspension for the balance of the trimester. (Police Referral).
2. Long Term Suspension
3. Expulsion and police referral.

Violation of federal, state, or local laws or violation of school policies and rules

The nature and severity of the offense will determine the appropriate disciplinary action.

Students Due Process Rights

As directed by the United States Constitution and interpreted by the courts, every student is entitled to due process before he/she may be suspended or expelled from school.

Provisions

Exclusion from Class

If a student's conduct in class disrupts the educational process or if the student persists in willful misconduct, a teacher may exclude the student from class for the remainder of that day.

The teacher will explain to the student the reason he/she is being excluded from class (conduct referral) and issue a pass to the appropriate administrator. A Conduct Referral Form will be completed by the teacher and given to the appropriate administrator explaining the offense committed by the student.
A conference will be held with the student and an administrator to determine if further action shall be taken. Parents will be notified of the incident by the Conduct Referral Form being brought home by the student. The student is responsible for taking the Conduct Referral Form home (unless a suspension is imposed) and no phone call will be made.

**Short-Term Suspension**
A short-term suspension is for a period of nine school days or less.

During the conference with the student regarding any alleged violation, and prior to the imposition of the suspension, the administrator will advise the student of the allegations and evidence supporting the charges to misconduct. The student will be given an opportunity to explain his/her version of the events dealing with the alleged misconduct.

For all short-term suspension hearings which may result in a student being excluded from school for nine days or less, a record shall be made of action taken by the administrator. If, as a result of the informal short-term suspension hearing, the student is suspended, the following procedure will be followed:

1. Parent/guardian will be notified by telephone, if possible.
2. Students are responsible for taking the Conduct Referral Form home for parental review and signature.
3. Notification will be made by mail if required.
4. The student’s teachers, and the registration office will be advised.
5. Homework, assignments, and test can be made up after suspension. Work must be done in the same amount of days as student was out of class. (This may be subject to principal approval.)

**Long-Term Suspension**
If it is determined by the administration that the student's misconduct is serious enough to recommend a long-term suspension (ten days or more), notification of a formal due process hearing will be made to the parent(s) at least five working days prior to the hearing. All long term suspension hearings are held by our School Advisory Council.

The parents will be advised of the time, date, place of the hearing, a description of the alleged misconduct, the school policy or administrative regulation violated and discipline prescribed herein. Students and/or parents have a right to be represented by legal counsel. Written notice must be given to the school principal at least 48 hours before the hearing if the student or his/her parent(s) will have an attorney or other representatives present.

At the conclusion of the hearing, the School Advisory Council may render a decision immediately or notify the parents(s) and student within 48 hours. This notification will be done by phone or certified letter.

During the period of time between the alleged misconduct and the day of the hearing the student may remain in school unless an immediate short-term suspension has been imposed or it has been determined by the appropriate administrator that he/she is a clear and present danger to him/herself or other persons.

Commonwealth Education Connections, Inc. Policies for Promotion/Performance, Graduation, and Student Discipline Appendix
Appeal Process
Parents have the right to appeal any short term suspension. This can be done only after the administration has made a determination. Appeals have to be made within 5 days of receipt of notification of suspension. The appeal can be heard by another appointed hearing officer (any member of the School Advisory Council) or by the entire School Advisory Council, depending on the nature of the infraction. The School Advisory Council is the first step of the appeals process. If a parent doesn’t agree with the School Advisory Council’s ruling they may appeal to a higher authority which is the Board of Commissioners. The Board of Commissioners will take-up the appeal at its next scheduled board meeting. The BOC is the final review authority in the due process system of CEC’s and all decisions are final.

Expulsion
Expulsion is the exclusion of a student from school permanently. The authority to recommend expulsion of a student rests exclusively with the School Advisory Council and approved by the Chief Executive Officer, Deputy Chief Executive Officer for Administration and Chief Academic Officer. The Administration of the school will make any recommendation to expel a student based upon the result of a student’s due process suspension hearings, and the seriousness of the violations committed by the student.
Promotion/Performance Requirements

Performance Standards. CEC performance standards will create consistent evaluation of student achievement across grade levels and subject areas. It will be a central part of CEC progress reports, report cards and school-wide accountability system. Additionally, these standards will help the school create a common language shared by administrators, teachers, and families so that the quality of a student's classroom performance can be clearly communicated and used to predict future success on the MSA.

Grading. A student's grade will be a percentage between 0 and 100. A student's final grade in a course will be the average of his/her four quarterly grades. Percentage grades will be determined by the student's performance in each of the component categories listed below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage of Final Grade</th>
<th>Description</th>
<th>Examples of Assessment Type</th>
</tr>
</thead>
</table>
| Skill and Content Mastery | 70%                       | Measures a student's mastery of skills and content of course as determined by performance on informal and formal classroom assessments | • Daily checkout  
• Unit test  
• Performance task |
| Homework               | 30%                       | Measures both a student's completion of, and performance on, homework assignments | • Skills practice worksheet  
• Nightly reading log  
• Current event summary |

Teachers will assign percentage weights to the different types of assessments and assignments included in the Skill and Content Mastery category. This breakdown will be included in report cards so that families of students can see how the student performed on specific types of assessments and assignments. Although teachers will have autonomy to assign the percentage weights for their courses, CEC's best practice is that summative assessments should carry the greatest weight. The chart below shows how one English teacher might weight different assessments and assignments.

<table>
<thead>
<tr>
<th>Assignments and Assessments</th>
<th>Percentage of Skill and Content Mastery Category Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Checkouts</td>
<td>10%</td>
</tr>
<tr>
<td>Unit Tests</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Compositions</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

Commonwealth Education Connections, Inc. Policies for Promotion/Performance, Graduation, and Student Discipline Appendix
There will be some variation in the specific types of assignments and assessments given in each subject area. For example, science students will be required to complete lab assignments and social studies students will present research projects. In the case that an assignment or assessment has a subjective grading component, departments will try to collaborate to design one assessment rubric to be used on all similar assignments and assessments.

The students' numerical grades will be converted into a letter grade for progress reports and report cards. The chart below describes the general performance level of a student who earns a particular letter grade.

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Percentage Equivalents</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
<td>Student exhibits a deep understanding of the skills and content and is able to complete his/her work independently</td>
</tr>
<tr>
<td>B</td>
<td>80% or above</td>
<td>Student exhibits a solid understanding of the skills and content and is able to complete his/her work with minimal assistance</td>
</tr>
<tr>
<td>C</td>
<td>75% or above</td>
<td>Student exhibits a basic understanding of the skills and content and is able to complete his/her work with some assistance</td>
</tr>
<tr>
<td>F</td>
<td>70% or below</td>
<td>Student exhibits minimal understanding of the skills and content and is able to complete his/her work only with significant assistance</td>
</tr>
</tbody>
</table>

Reporting. CEC issues the following reports of student progress to students, families, and teachers:

PREP Reports. CEC will issue PREP reports every week. These reports show a student's PREP score (additional information below), attendance, and homework completion rate.

Progress Reports. CEC will issue progress reports every two weeks. Reports will include percentage scores and corresponding letter grades. They will also include a student's PREP score, attendance, and homework completion rate.

Report Cards. CEC will issue formal report cards at the end of every quarter. The report cards will include percentage scores, letter grades, and a breakdown of percentage scores for each assessment category in a subject area. Report cards will also include a summary of results from benchmark exams, highlighting areas of success and concern.

Subject Area Performance Standards. It is important to have a clear picture of a "master student" across subject areas to inform curricular design and iteration. This picture helps determine the rigor and pacing of objectives and helps teachers identify students most in need of intervention.

Commonwealth Education Connections, Inc. Policies for Promotion/Performance, Graduation, and Student Discipline Appendix
Example: 6th -8th Grade Promotion/Performance Standards. The example below shows how the academic performance of CEC 6th-8th grade students is translated into a particular grade for math, ELA and social studies.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Performance Standard</th>
<th>Description of Student's Academic Performance</th>
</tr>
</thead>
</table>
| ELA          | A                    | • Reads independently across genres, accessing important ideas in texts using genre-specific reading skills and vocabulary strategies. Applies ideas from texts in other contexts and to other texts.  
• Writes multi-paragraph essays with purposeful use of varied sentence structure. Student writing uses strong evidence to support claims, exhibits thoughtful, precise word-choice and grade-level appropriate vocabulary.  
• Completes homework assignments with the same rigor as a unit test. Scores 90% or above on all ELA homework assignments. |
|              | B                    | • Independently accesses pertinent ideas in most fiction and non-fiction texts but sometimes struggles to move beyond the text to connect and apply those ideas in new contexts.  
• Writes multi-paragraph essays comprised mostly of simple and compound sentences. Student writing uses evidence to support claims.  
• Only misses 1-2 homework assignments a quarter and scores above 80% on all completed ELA homework assignments. |
|              | C                    | • Consistently accesses ideas in most genres with teacher assistance. Student's reading/thinking process focuses on basic comprehension rather than application and connection.  
• Writes multi-paragraph essays, but the paragraphs are not always composed around main ideas and rarely attempts compound or complex sentences.  
• Fails to turn in ELA homework 4-5 times a quarter. This results in less practice with key skills. |
|              | F                    | • Cannot independently access the ideas in grade-level appropriate texts without intensive teacher support.  
• Writing does not demonstrate understanding of paragraph-level organization, compound or complex sentences.  
• Fails to turn in at least one ELA homework assignment a week, which results in less practice with key skills. |
| Math         | A                    | • Has mastered basic operations with integers and can independently solve problems choosing from a range of strategies, represent and describe patterns, and represent unknown quantities using symbolic algebra. Uses understanding of ratios and basic operations to convert measurements. Can identify geometric shapes by number of sides and their relation to angles. Uses understanding of operations to identify missing angle measures in geometric shapes and can graph shapes on a Cartesian plane. Applies conceptual knowledge of geometry to real world objects.  
• Scores 90% or above on all math homework assignments. |

Commonwealth Education Connections, Inc. Policies for Promotion/Performance, Graduation, and Student Discipline Appendix
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Math Achievements</th>
<th>Social Studies Achievements</th>
</tr>
</thead>
</table>
| B           | • Has mastered basic operations with integers. Demonstrates conceptual understanding of ratios and rates and solves problems choosing from a few strategies that work. Can represent unknown quantities using symbolic algebra when problems involve one or two variables and follow common patterns. Struggles to use this knowledge in the most advanced, complex problems. Can identify most geometric shapes using number of sides and angle measures. Effectively uses formulas to find missing angles but struggles to apply this knowledge to real world application.  
• Only misses 1-2 math homework assignments a quarter and scores above 80% on all completed homework assignments. | • Understands key facts in the development of major ancient civilizations. Sees historical events in a broad context, analyzing cause and effect relationships between events and seeing how the philosophical foundations of ancient civilizations have shaped the modern world. Differentiates between primary and secondary sources and uses both to gain a clear picture of historical events. Independently researches historical events with relevant, current themes and writes research papers about these events that incorporate information from primary and secondary sources.  
• Scores 90% or above on all social studies homework assignments. |
| C           | • Is proficient in basic operations, but speed and accuracy of problem solving is affected in problems with large integers or new scenarios. Struggles to solve problems with ratios and rates without significant teacher support. Has conceptual understanding of variables and unknowns but needs support to represent simple operations and variables with symbolic algebra. Can classify the most common geometric shapes by number of sides and relation to angle measures. Struggles to differentiate shapes with shared characteristics (e.g., rhombus and square). Can use simple procedures to find missing angles but does not independently connect these skills to real world objects.  
• Fails to turn in math homework 4-5 times a quarter. This results in less practice with key skills. | • Recalls key facts about ancient civilizations and analyzes the cultural connections between civilizations. Recognizes some key ideas in ancient culture that are still relevant in modern times. Can differentiate between primary and secondary sources and explain the benefit of each. Relies mostly on secondary sources when researching historical events. Research focuses on comprehensive factual information about historical events rather than the events’ connections to modern themes.  
• Scores above 80% on all completed social studies homework assignments. |
| F           | • Developing proficiency with basic operations inhibits application of new math concepts. Gains conceptual understanding of ratios, rates, conversions and symbolic algebra with heavy teacher support but does not demonstrate the ability to independently apply understanding in problem solving. Identifies basic shapes but confuses characteristics of like shapes. Can solve for missing angles with teacher support but does not independently connect geometry concepts to real world objects.  
• Fails to turn in at least one math homework assignment a week, which results in less practice with key skills. | |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
</table>
| C     | Recalls the most common key facts about most ancient civilizations. Can describe broad cultural characteristics of major civilizations but does see the cause and effect relationship between events and the development of culture. Is able to identify basic ideas from ancient civilizations like “freedom”. Can differentiate between primary and secondary resources but cannot explain their significance. Relies solely on secondary resources for independent resources and struggles to document specific information about events in a logical order.  
• Fails to turn in social studies homework 4-5 times a quarter. This results in less practice with key skills. |
| F     | Confuses facts about key historical events and ancient cultures. Sees events in isolation and rarely moves beyond the facts to themes and connections between civilizations. Cannot differentiate between primary and secondary sources. Student’s research writing is comprised of a disconnected set of facts without context.  
• Fails to turn in at least one social studies homework assignment a week, which results in less practice with key skills. |
Graduation Requirements

**Exit Standards and Graduation Criteria.** CEC’s 6th & 8th grade exit standards will require students to demonstrate proficiency with critical skills and content across core subject areas. These standards also reflect an increasing focus on students’ ability to independently apply skills and content to real-world problems in preparation for high school and college. The table below shows examples of 6th & 8th grade exit standards for ELA, math and social studies.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Exit Standards</th>
</tr>
</thead>
</table>
| **ELA**          | • Student uses knowledge of genre to interpret the meaning of text  
|                  | • Student can identify similarities and differences in genres across multiple texts  
|                  | • Student writes independently researched, multi-paragraph essays with self-developed thesis, clear organization, evidence and transitions |
| **Math**         | • Student can solve algebraic equations, functions and word problems  
|                  | • Student can set-up multi-variable, linear equations and use them to solve real problems (e.g., budgeting) |
| **Social Studies** | • Student uses historical analyses skills to develop own world perspective and interpretation of events  
|                  | • Student takes a position on a complex issue and use various sources in support  
|                  | • Student presents orally the short and long-term effect of a significant U.S. historical event on his/her community |

In order to receive an CEC diploma and be recommended for 9th grade, a student must complete all academic requirements of the 8th grade. That is, the student’s year-long average for every core academic class (ELA, math, social studies and science) must be at least 80%.

If a student only passes three of four core classes, the student will be allowed to walk at graduation but will not receive his/her diploma until s/he has completed the Summer Remedial Program in the failed subject.

Additionally, students must demonstrate that they have the strength of character to succeed in high school by adequately completing the Path to High School/College Exit Essay, a Service Learning Project and holding a sufficient PREP Score.

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Commonwealth Education Connections, Inc. Policies for Promotion/Performance, Graduation, and Student Discipline Appendix
Commonwealth Education Connections, Inc.

Security and Privacy Policy

Appendix
Privacy Policy

What This Policy Covers
The Commonwealth Education Connections Cyber Charter School (CEC Cyber) is committed to respecting the privacy of visitors to this site, as well as respecting the privacy of those individuals utilizing our services. The purpose of this Privacy Policy is to let you know how we collect and use information that we may gather from you on this website. This policy applies to all sites on the CEC Cyber domain (cecschools.org.org), and discloses how we collect, use, share, and protect information gathered about you on our sites or systems.

This policy does not apply to the practices of organizations that CEC Cyber does not control or to people who CEC Cyber does not employ or manage.

What and How Information is Collected
We collect information when you visit our site and voluntarily enter and submit information on our online form requesting to opt-in and be placed on our email distribution list and/or receive a phone call from us to deliver additional information to you. When requesting service on our site, as appropriate, you may be asked to enter your: name, address, telephone number, and email address. You may, however, visit our site anonymously.

Information collected also includes items such as domain name, time spent on our site, browser information, connection speed, and whether you are a new visitor to the site. Additionally, items related to how visitors navigate to our site are collected including search engine and keyword information. All of this information helps us analyze trends to determine how to best serve our users and how we can continually improve our service.

Cookies
A "cookie" is a file placed on your personal computer's hard drive by a website that allows it to monitor an individual's use of the site. CEC Cyber currently does not use cookies for tracking and use purposes.

Personal Information Protection
The privacy and confidential nature of personally identifiable information that CEC Cyber may obtain concerning its students, employees, alumni and other individuals is of utmost importance to CEC Cyber. CEC Cyber will only disclose personally identifiable information on a strict need-to-know basis and to the extent required or permitted by law. CEC Cyber maintains physical, electronic, and procedural safeguards to minimize the risk of unauthorized access or disclosure of this information. For instance, CEC Cyber utilizes industry standard protocols such as SSL encryption to secure confidential information. All student data will be accessed only by those CEC Cyber personnel that
require information access as part of their responsibility. Employee credentials are required to gain access to such data.

Moreover, all student-centric systems are restricted by school-issued student credentials. All CEC Cyber student data is held locally, and is controlled by the school. While CEC Cyber does employ resources from third parties, all products are hosted and controlled locally.

We do not sell, trade, or otherwise transfer to outside parties your personally identifiable information. This does not include trusted third parties who assist us in operating our website, conducting our business, or servicing you, so long as those parties agree to keep this information confidential.

If at any time you would like to unsubscribe from receiving future emails, we include detailed unsubscribe information at the bottom of each email.

Your Acceptance of Our Privacy Practices

By using this site you accept CEC Cyber's Privacy Policy and the conditions posted on our site. CEC Cyber reserves the right to update, change, modify, or remove portions of this policy at any time.
Commonwealth Education Connections, Inc.

School Calendar

Appendix
### CEC SCHOOLS
### ACADEMIC YEAR
### CALENDAR FOR
### 2018-2019

The school day begins at 8:00AM and ends at 4:00PM.

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event/Activity Description</th>
<th>Location/Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 6- August 24, 2018</td>
<td>New Teacher and Staff Orientation/ Professional Development</td>
<td>Staff Only</td>
</tr>
<tr>
<td>August 27, 2018</td>
<td>First Day of School</td>
<td>Staff and Students</td>
</tr>
<tr>
<td>September 3, 2018</td>
<td>Labor Day</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>September 14, 2018</td>
<td>Professional Development</td>
<td>Staff and Students</td>
</tr>
<tr>
<td>September 10, 2018</td>
<td>Rosh Hashanah</td>
<td>Schools &amp; Administrative Office Closed</td>
</tr>
<tr>
<td>September 18-19, 2018</td>
<td>Yom Kippur</td>
<td>Schools &amp; Administrative Office Closed</td>
</tr>
<tr>
<td>October 8, 2018</td>
<td>Columbus Day</td>
<td>Schools &amp; Administrative Office Closed</td>
</tr>
<tr>
<td>October 26, 2018</td>
<td>Professional Development</td>
<td>Staff and Students</td>
</tr>
<tr>
<td>November 6, 2018</td>
<td>Election Day</td>
<td>Staff Only (Full Day 10am to 3pm)</td>
</tr>
<tr>
<td>November 12, 2018</td>
<td>Veterans Day</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>November 22 and 23, 2018</td>
<td>Thanksgiving Holiday</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>December 21, 2018</td>
<td>Christmas Holiday Last Day for Students</td>
<td>School Closed</td>
</tr>
<tr>
<td>December 24-January 7, 2019</td>
<td>Winter Recess</td>
<td>School Closed Administrative Office Closed</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>New Year's Holiday</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>January 21, 2019</td>
<td>Martin Luther King's Birthday (Day of Service)</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>January 25, 2019</td>
<td>Professional Development</td>
<td>Staff and Students</td>
</tr>
<tr>
<td>February 18, 2019</td>
<td>Presidents' Day</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>February 22, 2019</td>
<td>Professional Development</td>
<td>Students and Staff</td>
</tr>
<tr>
<td>March 25- April 1, 2019</td>
<td>Spring Recess</td>
<td>Schools Closed</td>
</tr>
<tr>
<td>April 26, 2019</td>
<td>Professional Development</td>
<td>Students and Staff</td>
</tr>
<tr>
<td>May 27, 2019</td>
<td>Memorial Day</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>June 7, 2019</td>
<td>Professional Development</td>
<td>Staff Only</td>
</tr>
<tr>
<td>June 21, 2019</td>
<td>Last Day for Pupils</td>
<td>Schools and Administrative Office Closed</td>
</tr>
<tr>
<td>June 26, 2019</td>
<td>Last Day for Staff</td>
<td>Schools and Administrative Office Open</td>
</tr>
<tr>
<td>July 4, 2019</td>
<td>Independence Day</td>
<td>Schools and Administrative Office Closed</td>
</tr>
</tbody>
</table>
Commonwealth Education Connections, Inc.

Letters of Support
Dear School Board Members and Superintendent:

Thank you very much for providing a public hearing on the proposal Commonwealth Education Connections has submitted to open and operate a public charter school. I believe that the proposal by Commonwealth Education Connections present an important opportunity for Community and School District to explore alternative educational forums and opportunities in your very diverse and dynamic district.

During my tenure in Congress, I have had the opportunity to witness the growth and evolution of the public charter school movement across our nation.

The records of charters to date is mixed but there are many well thought out programs that are providing both learning and teaching environments with significant improvements in both school and student performance. Many of these charters also fulfill the original mission of public charters which is to give school districts the opportunity to try different models for teaching and learning under more flexible rules and regulations and to serve as laboratories for experimentation for their districts. When done right important feedback can be shared with districts on such topics as classroom teaching preparation, time management, professional development, collaborative student learning, use of technology and other common academic interests.

I believe that Commonwealth Education Connections proposal has the real potential to be one of the success stories of the public charters school effort's in this school district. I personally believe President & Chief Executive Officer's background gives me confidence in their abilities along with their comprehensive research, their innovative ideas and their plan of action. They displayed enthusiasm and commitment to the limitless potential of this movement that was inspiring. This energy, coupled with important partnerships with some of the best charter support groups in the business, should undoubtedly lead them down the right path.

CEC Steering Committee has developed their proposal with the input of the current teachers, faculty as well as student and families in the community served, the current attendance area and School District. They have over 450 community members adding there support for the program through emails, letters and signatures. This is no small achievement and very important to their eventual success. It is unusual to see this kind of positive support from the beginning of such a significant proposal.

It is my option that it is in the best interest of all stakeholders to support this charter petition and allow CEC a chance to explore, develop, and share their success.

Sincerely,

Robert A. Brady
Member of Congress
Dear Superintendent & Board Members:

I am pleased to write this letter of support on behalf of Commonwealth Education Connections and its President & Chief Executive Officer Mr. Johnny J. Patterson, II in support of their proposal to open and operate a Public Charter School. Effective models to turn around, restart or reopen chronically low-performing schools are the most critical unmet educational need facing the United States today. Nationally, some 2.5 million predominantly low income and minority students attend more than 5,000 schools that have been identified for restructuring under the Elementary and Secondary Education Act. Fixing these schools is a great educational, economic, and civil rights challenge.

As the Chairlady of the Philadelphia City Council Education Committee, I am committed to transforming public education through powerful ideas. Commonwealth Education Connections is founded on the powerful idea that all children can learn and be successful. Johnny J. Patterson, II and his team are committed to ensuring, through rigorous academics, seamless structures and routines, and a relentless pursuit of excellence, to deliver on this promise. I am committed to helping Commonwealth Education Connections achieve this goal.

From my years of personally knowing Johnny, I have full confidence in the entire executive team of Commonwealth Education Connections that they are passionate educators who I believe, through their hard work and determination, will provide an excellent education for the students and families. I am proud to support their work.

Sincerely,

[Signature]

Jaime L. Blackwell
To Whom It May Concern:

As Managing Partner of the Harvard Oxford Princeton Education University Academy, I am thrilled to express our support for Commonwealth Education Connections Charter School.

I believe that Johnny Patterson and his team are outstanding leaders with a proven track record with school turnarounds. This is a rare thing to find in our nation and we feel fortunate that Johnny, agreed to come back to Pennsylvania to found this organization. Because of this, we are investing time and resources in CEC to ensure it fulfills its mission of putting students on the path to college and fulfilling their potential.

We believe that CEC's commitment to consistently high academic and behavioral expectations for all students, coupled with extensive supports to help children meet these expectations, will propel students towards success in college and beyond. We have already committed a grant of $650,000.00, to support their efforts, and will continue to offer pro bono consulting to ensure CEC has a successful launch.

We are committed to helping Pennsylvania organizations with demonstrated effectiveness disseminate their learning and/or scale up their models for statewide and national impact. CEC’s founding team’s track record demonstrates its ability to affect similar change in the public school system. In fact, it is our belief that CEC will be a proof point to pave the way for innovation in the Pennsylvania public school system.

It is for these reasons that we pledge our support to the proposed Commonwealth Education Connections Charter School of Chester.

Sincerely,

Dr. Cole E. Youdelman, Ph.D., JD
Managing Director
Harvard Oxford Princeton Education University Academy
October 11, 2016

TO: REVIEW COMMITTEE

RE: CEC Charter School Review

I am pleased to submit this letter of support for the school promoting literacy development. Living in a world, where technology has become the dominant form of communication, I see a major benefit of a school of this type. The school, with an emphasis on literacy, will loosen students’ dependency upon technology and encourage them to use penmanship and handwriting as their dominant form of communication. The curriculum and other significant components lend well to the need to service many different types of students.

The application for this school, which provides a literacy-based curriculum, should be approved without reservation. I support the literacy program and I anxiously await the opening of this new school. I am willing to help in any way I can.

Sincerely,

Noire Childress
September 16, 2016

To Whom It May Concern:

I am pleased to offer my full support for CEC’s application for a charter school. The professionals involved in this creative process, value challenging educational experiences. New exciting opportunities for students are expected results of this school’s format. I am convinced that this school, with a focus on literacy enhancement, will develop student’s minds, stimulate research skills, and provide them with the knowledge to acquire strong communication skills, which will allow these children to succeed in various social settings, as civil participants, and in the working world. Our children have many literacy skills to develop, and the curriculum content proposed by Mr. Patterson will ensure the intellectual development of our students and a future only some can hope for.

I have observed and worked with you in a role as a leader in the community and I trust that your services will be excellent and make a big difference to the young people of Chester. I truly support the opening of the school of literacy development.

Yours Truly,

Kevonna Johnson
March 19, 2017

Dear Mr. Patterson:

I am writing to express my recommendation for the opening of the charter school for literacy development. I think that a comprehensive literacy program is just what our children need. I am a charter school parents, as you know, and I have first hand knowledge of some of our students' academic needs and their different learning styles. In my opinion, I think the literacy program will be extremely helpful to the entire student body. The school expects to provide children with the reading, writing, speaking, listening and viewing skills required to succeed in our competitive and diverse world. Since I have experience working with the students, I would be pleased to tutor, or help with anything else as needed. I am proud to offer my support, and look forward to the opening of the new school.

Always,

Gloria Saunders
April 18, 2017

To Whom It May Concern:

I am especially pleased to write a letter of support for the charter school promoting literacy development. I am familiar with the work of the individuals affiliated with the school’s format. These professionals should be applauded for their vision and concept. The Charter School offers a larger playing field regarding the student’s future possibilities. Any school takes on major responsibilities when guiding its students through the learning process; I think that Mr. Patterson has taken those steps to make sure those responsibilities are met.

It is a known fact that students have become too dependent upon technology as a means of communication, therefore, a school focusing on literacy development, such as the charter school being proposed, will move children away from this habit, and get them more accustomed to writing. A charter school focusing on literacy will teach our children how to express themselves in a clearly articulate manner with proper enunciation and prepare them for the working world.

An approval for this charter would be a significant benefit to a great many students whom want to thrive and make something great of themselves while contributing to the needs of society. Thank you for your attention to this letter of support.

Yours truly,

Carrie Bowman
November 4, 2016

To Whom It May Concern:

I am genuinely pleased to write this letter of support for the charter school of literacy development. It will be a school that develops young scholars into literate and ethical citizens who will be prepared to enter higher education and the work place in a changing global society. I feel that the school is aligned with the needs of the real world, in terms of the necessary level of communication and career options it will explore. I give my full approval for the Charter School.

We know that students learn in varied ways. The charter school with its focus on literacy development will do much in the way of giving every student a firm chance of learning. Using group, shared, guided and independent reading and writing as a channel for learning the many skills involved in developing a mature, professional communication style, the Charter School will produce skilled individuals in all areas of literacy.

Sincerely,

Dr. Carole Ann Witcher, Ph.D., JD., Ed.D.
September 10, 2016

Dear Madam,

I was glad to hear that the plans for the charter school for Charter School for global affairs and literacy development have reached the review process. The school plans include a well researched curriculum, highly skilled professionals, and a committed staff. The school staff will attend intensive professional development workshops to hone present skills, and acquire new ones. We truly believe student academic performance will benefit. According to planners, that is a high priority goal. I would like to see the approval for charter school that focuses on literacy, so that our young learners can experience the importance, the power, the benefit and the resourcefulness of a comprehensive literacy program.

In support of the school, our office could provide public relations services and materials to promote the school program; and work with staff, parents and students to create flyers and newsletters. We hope that these efforts will demonstrate further our support for the Charter School.

Yours,

Rodger Clifton
Dear Planners/ School Board:

In my estimation, the Cyber Charter School for International Affairs with a focus on Literacy Development is an impressive attempt at meeting the educational needs for our children, while living in such a competitive world. I view this as a valuable program for handling student needs for a well-developed literacy program. The creators of this comprehensive literacy program have a proven record of academic excellence and a commitment to student advancement. I think that the Charter School is a promising prospect for preparation for the working world.

Students who receive an education, which contains a comprehensive literacy program, are privileged and there is a strong desire by many to take part in a program just like the one that this charter school has to offer. In order to provide an education of this nature with the most skilled professionals, a great deal of planning and discussions about staff selection has been significant parts of the school concept. Students who enroll will be in for a wonderful learning experience.

Providing staff workshops and tutoring would be areas I could offer assistance.

I felt compelled to express my support for the Charter School and its leadership.

Sincerely,

Carolynne D. Gross
February 12, 2016

Dear Sir:

I strongly support any assistance, or consideration available at the state level that could be provided for the establishment of the Charter School for Literacy Development. I know that this will be an outstanding enterprise, because I am well aware of the working style and demand for excellence that guides Mr. Johnny Patterson, and his organization. This school would be held to his same high standards as well as state and national standards, regarding educational outcomes. This school is a promising prospect for managing educational practices, that allow all students a full chance of learning. I am honored to submit my expressions of support. I feel qualified in offering my assistance in this area. Entering any student or program data would be a pleasure.

I completely support the mission and academic components of the Charter School.

Sincerely,

Tia Williams
March 25, 2017

Executive Department
Office of President and Chief Executive Officer
1756 N. Peach Street
Philadelphia, PA 19131

Subject: Charter school for international affairs and literacy development

Dear Mr. Patterson,

As a concerned veteran educator, I respect the endeavors of the founders of the charter school for literacy development. I endorse their efforts and would be proud to work with them on a volunteer basis. I deem my help would be most affective in the areas of curriculum development, arranging career fairs, and coordinating fund raising projects.

This charter school represents a great many educational possibilities for its students. The school will enhance student skills and provide the means to acquire new ones throughout the school year. Students will become proficient readers and writers and will be familiarized with all types of literary materials including trade books, magazines, reference books, computer software, and multimedia products.

I urge the approval of the charter school with its focus on enhancing literacy skills; I truly feel it will offer numerous benefits for students and staff. I also feel that the school founders are positioned to open a first-rate charter school.

Yours Truly,

Dawn Chester
August 7, 2016

To Whom This May Concern:

The charter school, with its goal to enhance children's literacy skills, has taken a bold step in proposing revised courses addressing both content and pedagogy, presented in a classroom environment and modeled after national and state educational standards. Our support of this charter school is unyielding. The use of improved learning strategies is an anticipated strength of this promising charter school. Careful attention has been given to your plan for lesson development, staff selection, staff training, ongoing staff development, community input, and day-to-day monitoring of charter operations. We consider this charter school the perfect opportunity for students to learn the skills needed to become proactive socialists and participants in our society. We enthusiastically recommend the approval of the Charter School. From all indications, this school for literacy development will make an enthusiastic effort at delivering a top-notch program in every aspect, a model for future programs.

The dedicated designers have furnished the development of this program with their full creative consideration. We feel that all areas have been tackled, and we further feel that they have been successful in their quest for the establishment of an exemplary literacy program. We see a great opportunity through the Charter School to learn the necessary skills to flourish in such a competitive world.

Our membership is prepared to assist continuously with space for workshops, training, tutoring, computer instruction, and motivational speakers. We look forward to actively working with the staff and children at the Charter School.

Yours,

Lorenzo Appuzo
Dear Mr. Patterson:

I am submitting this letter in support of the charter school for international affairs and literacy development. The school, unlike the traditional public school, will offer a strong emphasis on a literacy based curriculum, which will prepare students for the vocational transition. I consider this program essential if we expect our children to be suitably prepared and able to compete in our diverse and aggressive world of work. When I think of the career possibilities and the advanced learning that are likely to occur because of a school of this type, I am encouraged and motivated to help. I would gladly assist with the student recruitment and any situation which involved the student enrollment process, such as interviews, data entry or orientation sessions.

The type of staff, curriculum, resources and activities has been decided upon after considerable study and discussion. I feel that the Charter School will be successful in its mission and warrants an approval. I am offering my firm support for the Charter School.

I hope to hear from you soon.

Thank You,

Natisha Carter
January 18, 2017

To: Mr. Johnny Patterson
Re: Charter School for Literacy

In our estimation, the Charter School for International Affairs and Literacy Development is an impressive attempt at meeting the educational needs of our children. We view this as a valuable program for addressing the stringent requirements of such a competitive work world. The creators of this disciplined curriculum have a proven record of academic excellence and a commitment to student advancement. We feel that the Charter School is a promising prospect for enthusiastic learning.

Communication is the key to getting anywhere in life. In a world where technology has become our dominant form of communication and email has overcome our need to write, this Charter School is appropriately aligned with the most appropriate methods of learning. Our young learners will need to be positioned for the new role of higher and continuing education in our society. We view the Charter School as a means to get the preparation needed. I support the approval of the Charter School and look forward to its opening in the very near future.

This is not your normal everyday educational curriculum, therefore you can well imagine that much planning, and discussion about curriculum, equipment, staff selection, and professional development have been significant parts of this school concept. Students who enroll will be in for a once in a lifetime opportunity.

We feel compelled to express our support for the proposed Charter School.

Yours,

Chanel Feinstein
June 22, 2016

To Whom This May Concern:

Please accept my comments regarding the Charter School for literacy development. All of us, who know the value of a good education, should clearly understand why this Charter School has my full support. Every opportunity should be given to bring this School of Literacy to fruition. I am delighted to support the school’s concept and mission. I think the mission is a critical one that bridges many educational concerns. I would like to extend my congratulations to the architects of this undertaking. The literacy-rich Charter School represents a privileged opportunity for all students. I strongly believe students are entitled to equal access to a quality education. However, this is not always the case, and therefore, I feel that this Charter School offers all students an extraordinary means to an extremely valuable prize. Since the school will make a full range of teaching techniques, resources, a complete library, and fun activities available, students will have various ways by which to learn, practice and perform. The proposed curriculum and educational materials, intend to give students every opportunity to learn and achieve knowledge that will continue their intellectual growth. I believe the originators have provided all of the necessary components for maximum student success. My support for the charter school is unwavering. This educational opportunity should be permitted to commence and thrive. I have shared your information with several of my colleagues who have work experience in the area of human resources. They have expressed what I believe to be a sincere desire to support your efforts.

Sincerely,

David Anderson
July 12, 2016

Dear Sir:

As we consider the objectives of the Charter School for global affairs and Charter School for global affairs and literacy development, we are encouraged by the anticipated outcomes. We live in a technologically advanced society where people have become more lax in regards to communication methods and children are no longer forced to write in a traditional manner anymore. The establishment of a literacy curriculum such as the one being proposed by this charter school brings with it a wonderful opportunity for a literacy enriched educational program. We feel privileged to submit this letter of support for the charter school. The solid comprehensive curriculum and the additional components, enhanced through reading and writing activities and time spent in the library, permit benefits for all students. It is our hope that we will be able to participate with this charter school on a long term basis. Throughout the school year our staff could assist with tutoring, test monitoring, and computer instruction. We are pleased to hearten the approval of the Charter School.

Always,

Benny Dibba, Ed.D.
March 5, 2017

To Whom It May Concern:

I am writing this letter to show my support for the charter school for Charter School for global affairs and literacy development. I am particularly fond of a school mission that will instill the idea of success in our children and especially prepare them for the competitive nature of our society. I believe that the school will be successful in achieving its mission because the plan includes parents, skilled staff, good leadership, and up-to-date materials. I am in support of the Charter School.

Sincerely,

Rachel Kings-Gil
Dear Mr. Patterson:

Consistent with our discussions concerning support for your proposed Charter School, which will enhance children’s mastery or a second language and literacy skills, allow me to reaffirm my commitment to provide help in various areas of my experience. For example, I can only offer support in curriculum development, staff development, fund raising, and grant writing.

As you know, my training and experience in these areas will also afford me the opportunity to help your staff to acquire competence in these endeavors. I am excited about the opportunity to volunteer my services to you and this much needed educational delivery. I do think that you have the competence, vision, and proven experience in education to make this a most successful venture.

As an educator, I commend you on this effort.

Sincerely,

Dr. Ed Williams, Ed.D., Ph.D.
May 20, 2017

Dear Mr. Patterson,

While perusing the charter schools web site, I noticed that you have made application to develop and implement a comprehensive cyber international affairs and literacy program. I certainly wish you every success with its ultimate approval.

After many years working in education, I understand that a literacy program that stresses academic excellence could offer real advantages to many young people. Providing children with the necessary skill to succeed in our ever-changing society is an objective that the founders of the Charter School for International Affairs and Literacy Development constantly promote. Our support is firmly behind this charter school. The school leadership has a proven track record of success with other educational projects which leads us to believe the same results will transpire. We have a deep concern for the education of all students and we see this charter school as a fine attempt at developing children’s communication skills to the best of their ability. Additionally, these students will benefit from various methods of lesson delivery and evaluation. I am proud to be a part of the support base for this new literacy program and look forward to being available to help in any way necessary.

Truly,

Dr. Stephanie A. Deveny
September 2, 2017

Mr. Patterson,

Regarding my promise of support for the comprehensive literacy and international affairs program that you proposed to us, let me reiterate my promise to provide you and your staff with my expertise and experience. I feel that this endeavor is truly an important one and would like to offer my endorsement and assistance. I advocate innovative and forward-thinking initiatives that will help improve our nation's educational system and shift paradigms that will ultimately benefit our society.

A comprehensive literacy program, such as this one, would give students with various backgrounds, talents, and situations more opportunities than those who receive a traditional education whose focus is not strictly on literacy. Students are given the knowledge and communication skills they need in order to thrive and achieve ultimate success in the future.

I do know that you have the experience and expertise to make a success of this endeavor. I am eagerly awaiting the opportunity to offer my services. Please contact me if I can be of any assistance to you during the development and implementation stages of this new program. I look forward to working with you.

Cordially,

Deborah Harriott
October 12, 2016

Dear Mr. Patterson,

I have recently learned about your plans to open a charter school focused on effective literacy development. After reading the mission of the charter school focusing on Charter School for global affairs and literacy development, I am certain that the parents and students in the state of Pennsylvania will be served by such a school. I was particularly impressed with the school’s emphasis on reading, writing, speaking, listening, learning a foreign language and viewing as these are undoubtedly among the most valuable skills needed for careers in the future.

I have a Bachelor of Science degree in Biology from Pennsylvania State University at University Park, Pennsylvania and received my teaching certificate from Rider University in Lawrenceville, New Jersey. I have been teaching General Science for the last seven years to students in grades 4-8 and fully understand the importance of hands-on-learning. As the Charter School plans to use hands-on activities, group and independent work, and a multitude of valuable resources, I would like to offer my assistance in developing curriculum that parents and teachers can use to develop critical thinking skills as well as a natural curiosity about the world. My experience with multiple grades will allow me to tailor instruction for the diverse community of learners that the Charter School plans to serve.

I am deeply committed to fostering a love of learning in children. My past experience can help the Charter School to meet its goals and I look forward to working with you, your teachers, parents, and students in the future.

Sincerely,

Devon Johnson
August 13, 2017

Dear Ms. Fields:

I have long been a proponent of educational initiatives. I believe bold solutions such as those proposed by the Charter School focused on literacy development and international language program will afford possibilities for new methodology and extended career options for it students. I am pleased to give my support to the Charter School. I feel that the school creators respect the challenge before them, and are ready to meet it head on with enthusiasm.

The school will allow students to study and explore subjects through an intense literacy program in which reading and writing are integrated into each subject area and practiced throughout. Reading, writing and listening are fundamental aspects of a self-sufficient individual who desires to succeed in a fast pace society. The school's uniqueness puts its head and shoulders above the ordinary curriculum and presents students with a wealth of new opportunities, challenges, and possibilities for new accomplishments.

Charter developers include in their plans, areas that will deal with the total student so as to maximize means for student successes. With a literacy-based curriculum anchored in state and national standards, this Charter School model has attempted to ensure the development of productive citizens. I offer you my services to the school by contributing in any way possible.

The creators of the Charter School should be commended for their vision, and they have my total support. We are honored to be asked to participate.

Always,

Theresa Austine
April 19, 2017

Dear Mr. Patterson,

I have read the information you proposed for the charter school of literacy development and foreign affairs, and want to offer you my support and assistance in any areas including set-up, professional development activities or any other area you could use my knowledge or expertise.

There are many children in the Johnstown area that this would benefit, and would also hopefully assist in creating greater ease when children reach their transition into higher education, and again during vocational transitions. An emphasis on literacy is what children need to succeed in the world today, and this charter school would be a great stepping stone.

I remain at your disposal should you need me.

Sincerely,

Kathy Cummingham
November 24, 2016

To Whom This May Concern:

I am writing this letter in support of the Charter School for literacy development. I am well aware that there are many children in the Pittsburgh area, whose reading and writing skills are below par. I believe that these children have the ability to function at much higher levels, given sufficient and more focused literacy instruction. For many children, literacy based curriculum run my professional educators with an emphasis on meeting educational standards would provide an opportunity for quality education that may otherwise be unavailable to them.

Thank you for your consideration regarding this matter.

Sincerely,

Keith Arrington
May 5, 2017

To Whom It May Concern:

We are in support of the Charter School for international affairs and literacy development. The school proposes a curriculum which meets state and national standards while maintaining success friendly content. Proper communication is the key to a successful future and our students need every preparation available. We feel that we can be of service by providing meeting space, space for testing, workshop space, and space for health fair and health information distribution.

We are pleased to support this comprehensive literacy program.

Yours Truly,

Brenda Highsmith
April 2, 2017

To Whom It May Concern:

As an individual who works with the general public on a daily basis, dependent upon good communication and people skills, I am writing to indicate my support for the Charter School for global affairs and literacy development. It is important for children to become literate individuals at an early age so that they can prosper and develop into successful adults. The charter school promises to offer a strong literacy based curriculum. The school will be a medium for school, parent, and community collaboration. My many years of experience working with the public, and many years spent in higher education have sharpened my communication skills and I feel qualified to support for the Charter School by offering staff and students my expertise. The Charter School has my full support.

Cordially,

Kelan McGuinness
Commonwealth Education Connections, Inc.

Board of Commissioners Development Plan/Training, Member Selection Criteria & Process and Board Calendar
Development Plan

Stage 1: The Founding Board
CEC's boards will be small and homogenous, comprised of individuals committed to the school's mission. The founding board will oversee the development of the school's charter, application and accountability plan. The Founding board and Founding Chief Executive Officer are willing to do whatever it takes to get the school up and running and develop a strong sense of ownership in the school's success.

Stage 2: The Governing Board
CEC's governing board accept the responsibility of overseeing the fulfillment of the charter school's accountability plan and for ensuring the school has the resources it needs to operate successfully. The governing board will delineate more of the responsibility of the schools operations to the Chief Executive Officer, and work more through committees and the school advisory council than the board acting as a whole, and outreach to other groups, including parents, for more diverse points of view and input.

Stage 3: The Sustaining Board
As the charter school grows, fundraising becomes a major role for the board as they secure the funds needed for the school to continue operations. The board works to attract new members with the capacity or access to key funders and donors, sometimes adding them as patrons or advisory committees, rather than board members. The Sustaining Board will also take on a certain prestige as the school develops a reputation of success and stability. Due to its expanded size, the sustaining board will delegate responsibility for governance to a smaller executive committee that meets regularly to review the school's organizational activities, well-being and financial stability. The executive committee makes recommendations between board meetings and reports its findings to the board for approval.
## Training Plan

<table>
<thead>
<tr>
<th>Topic</th>
<th>Conducted By</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Chair of Board</td>
<td>Welcome participants.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Review of agenda*</td>
<td>Chair of Board</td>
<td>Review topics for discussion</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Introduction of participants</td>
<td>All</td>
<td>Each person introduces themselves</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Organization overview*</td>
<td>Chief Executive Officer</td>
<td>Review mission, history, programs and introduces key staff</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Orientation to board manual*</td>
<td>VKG &amp; Associates</td>
<td>Describe contents and use of board manual</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Rules and responsible of governing board*</td>
<td>VKG &amp; Associates</td>
<td>Review overview of roles, role of school leader and comparison of roles of board and staff</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Overview of board structure</td>
<td>VKG &amp; Associates</td>
<td>Review listing of current officers, committees and committee chairs</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Overview of board operations*</td>
<td>VKG &amp; Associates</td>
<td>Review key points from bylaws and board policies, board operations calendar, sample committee work plans and sample meeting agenda and minutes</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Review of strategic plan*</td>
<td>VKG &amp; Associates</td>
<td>Review format of plan, highlights from the plan and key points about status of implementation of the plan</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Administrative</td>
<td>VKG &amp; Associates</td>
<td>Set the schedule for</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

Commonwealth Education Connections, Inc. Board of Commissioners Development Plan/Training, Member Selection Criteria & Process and Board Calendar
This Board training will last 3 hours and 5 minutes and if deemed necessary the Board will schedule additional training sessions along with regular Board development activities.

*Provide time for an open discussion and to address questions from participants.*

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### Initial and Ongoing Orientation Outline

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
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| 9:00 am - 10:00 am | · Welcome by CEC's Chief Executive Officer and Board Chairperson  
                       · Overview of school history, charter contract and future challenges  
                       · Board responsibilities, committee structure and board meetings  
                       · Discussion: How new board members' skills/connections can be used to serve the school |
| 10:00 am - Noon | · Class observation by new board members                                                |
| Noon - 1:00 pm | · Lunch                                                                               |
| 1:05 pm - 2:05 pm | · Meeting with school faculty/staff                                                    |

Commonwealth Education Connections, Inc. Board of Commissioners Development Plan/Training, Member Selection Criteria & Process and Board Calendar
Member Selection Criteria & Process

Step 1. Establishment of a board development committee
Board recruitment is an ongoing activity that requires an active committee to guide the process. The board will establish a committee to oversee board recruitment and nominations, mandated by its bylaws. CEC will call this the “board development committee”.

Step 2. Prepare for active board member recruitment
An effective board recruitment process begins with a review of the charter school’s bylaws, contract, strategic plan and job description.

- Charter school bylaws
  Identifies who is eligible to serve on the board and explains requirements to include parents, community members and others.

- Charter school contract
  Explains the terms for governance and the specific roles and responsibilities of the charter school board.

- Strategic plan
  Recruit a diverse board to strengthen its relationship with key segments of the outside community.

- Job descriptions
  Clearly detail the responsibilities and expectations of board member performance.

Step 3. Develop a profile of the current board
Develop a profile of the current board using a matrix based on key criteria including age, race, ethnicity, specific skills, community contacts, parent of children enrolled in the school, etc. The board development committee then creates a set of priorities to guide recruitment efforts for review and approval by the school board.

Step 4. Determine strategies to build board diversity
Before selecting prospective board members to contact, we’ll develop an effective plan for achieving and maintaining board diversity, incorporating the following criteria:

- Diversity factors (race, ethnicity, age, sex, occupation, etc.).
- Root causes of barriers to achieving diversity and strategies to overcome them.
- Strategies to recruit from key constituencies.
- Cultural diversity training and activities.
- Avoiding “tokenism” where one person represents the entire community.
- Measurable diversity targets and accountability for achieving them.
- Monitoring progress.
Step 5. Develop an initial list of prospective board members

CEC will prepare and rank the list of candidates who best fit the established recruiting priorities. It is important for us to "cast a wide net" and consider a number of potential board recruits greater than the number of projected vacancies. Candidates may be identified by board members, staff, and parents or through www.boardnetusa.org.

Step 6. Contact the top prospects

The initial contact is to send printed materials to the prospect, including a personalized letter, job description, material about the charter school and a response form. This mailing is followed by personal calls from the board development committee Chair to answer questions and determine the prospect's level of interest in the board.

Prospective board members also can be asked to visit the school to observe it in action, talk with the Chief Executive Officer, Principal and other staff, and attend a board meeting to see how it conducts business.

Step 7. Schedule and conduct orientation with interested board candidates

The board chair and school leader will attend orientation sessions to show prospects the importance of the position they are being asked to consider. A sample orientation session will include:

- Overview of the mission, vision and educational goals of the charter school.
- Overview of the roles and responsibilities of the board.
- Detailed job description and expectations of the individual board member (committee work, meeting attendance, community outreach, fundraising, etc.).
- Opportunity for board prospects to ask questions.
- Declarations of willingness to serve by the board prospects.
- Other information required to continue in the board recruitment process.


The board development committee reviews all the candidates who participated in the orientation. In evaluating the prospects, the committee will check the recruiting priorities set earlier in the process and ask the following questions:

- Is the prospect committed to the mission and educational philosophy of the charter school?
- Can the prospect contribute the time necessary to be an effective board member?
- Does the prospect possess some of the key skills, knowledge and other assets that match the board's recruiting priorities?
- Can the prospect place the charter school's purposes and interests above their own professional and personal interests when making decisions as a board member?

Step 9. Selection/Appointment of New Board Members.

The final selection/appointment of Board members will be adhered to by provisions set forth in the bylaws. The board development committee will develop ballots and other election materials as required to confirm all members.
The bylaws also give the selection authority of Board members and vacancies on the board to the Chief Executive Officer to nominate or appoint members in certain cases. CEC's board development committee can prepare a slate of candidates who match the recruiting priorities set at the beginning of the process. However, the board has the option to ask the board development committee to submit the names of all individuals identified in the recruitment process and then select a number of candidates to fill the vacant positions in synchronization with the Chief Executive Officer.
Board of Commissioners Calendar

2018-2019

School Year

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August 24, 2018 Pre-School Opening Meet & Greet

September 12, 2018

November 14, 2018

January 16, 2019

March 13, 2019

May 15, 2019

June 26, 2019

(Board of Commissioners Summer Recess)

June 27- July 29, 2019

(Board Retreat)

July 22-25, 2019
To Whom It May Concern:

As Managing Partner of the Harvard Oxford Princeton Education University Academy, I am thrilled to express our support for Commonwealth Education Connections Charter School.

I believe that Johnny Patterson and his team are outstanding leaders with a proven track record with school turnarounds. This is a rare thing to find in our nation and we feel fortunate that Johnny, agreed to come back to Pennsylvania to found this organization. Because of this, we are investing time and resources in CEC to ensure it fulfills its mission of putting students on the path to college and fulfilling their potential.

We believe that CEC’s commitment to consistently high academic and behavioral expectations for all students, coupled with extensive supports to help children meet these expectations, will propel students towards success in college and beyond. We have already committed a grant of $650,000.00, to support their efforts, and will continue to offer pro bono consulting to ensure CEC has a successful launch.

We are committed to helping Pennsylvania organizations with demonstrated effectiveness disseminate their learning and/or scale up their models for statewide and national impact. CEC’s founding team’s track record demonstrates its ability to affect similar change in the public school system. In fact, it is our belief that CEC will be a proof point to pave the way for innovation in the Pennsylvania public school system.

It is for these reasons that we pledge our support to the proposed Commonwealth Education Connections Charter School of Chester.

Sincerely,

Dr. Cole E. Youdelman, Ph.D., JD
Managing Director
Harvard Oxford Princeton Education University Academy
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Commonwealth Education Connections, Inc.

Resumes of Executive Team Members and Proposed Commissioners
Kelly J. Siefker
Director of Special Education and Supportive Services

I offer a proven track record of commended performance teaching inclusive classrooms for grades 1-5, with a passion for education and an unwavering commitment to optimizing student and school success.

Work Experience:

2011-Present
School District of Philadelphia
Pyla, PA

- Display accommodating and versatile talent to develop hands on lessons that captured student’s imagination and breed success.
- Taught wide range of subjects to as many as 30+ students per class.
- Created classroom environment that was stimulating, encouraging, and adaptive to students needs.
- Effectively resolved personality conflicts in order to maintain high levels of student discipline
- Created IEP’s for students, which outlined the goals that he/she will work toward and associated activities.
- Utilized after school tutoring to provide one-on-one attention to improve student performance.

2010-2011
Family Support Services
Pyla, PA

- Assisted in the completion of initial IEP’s with Elwyn SEEDS’ service coordinator as required by law in order to provide early intervention service for children ages 3-5 years.
- Provided group special instruction services to children with IEP’s.
- Professionally maintained written records including progress notes, weekly logs, and other documentation of services delivered.

Summary of Qualifications:

- Dedicated, resourceful, and goal-driven professional educator with a solid commitment to the social and academic growth and development of every student.
- Demonstrate the aptitude to remain flexible, ensuring that every child’s learning style and abilities are addressed.
- Well disciplined with proven ability to manage multiple assignments efficiently under pressure, while meeting tight deadline schedules.
- Communicates with children and parents warmly and diplomatically.
- Deeply committed to high quality education for children.
- Comfortable and experienced developing rapport with and lending support to children / people from diverse socio-economic and cultural background.

Additional Information:

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Commonwealth Education Connections e, Inc Executive Team Members and Proposed Commissioners
• Worked closely with children diagnosed with Autism Spectrum Disorder, ADHD and other learning disabilities
• Handled behavioral problems and taught alternative positive behaviors, ABA and DTT.
• Participate in monthly professional development training to enhance educational knowledge.
• Earned high marks during teacher observations for the quality and creativity of classroom teaching, lesson plans, and instructional materials used in teaching diverse subjects.

Education:

2011-Present
Holy Family University
Phila, PA

• Masters in Special Education
• Autism Endorsement certification

2007-2010
Temple University
Phila PA.

• Bachelors of Science in Elementary and Special Education (May 2010)
• Dual certified in Elementary and Special Education
• GPA: 3.7

References and clearances upon request
Courtney Gaddy

Chief Human Capital Officer for Talent Development & HR

QUALIFICATIONS
• Influential Manager, Strategist, with six years of management experience and record of achievement, including success in employee growth. Nine solid years' of customer service background with recognized strengths in exemplary service, trouble-shooting skills, and staff support/development.
• Maintains adequate computer knowledge
• Ability to train, motivates, and supervises customer service employees.
• Efficient analytical skills will place me in a position to increase responsibilities in any venue.

EDUCATION CREDENTIALS:
• Tekst College
• Certificate: Computer Engineering, 2005
• American InterContinental University – Bachelor of Science: Business Management, 2008
• American InterContinental University – Bachelor of Science: Criminal Justice, 2012

PROFESSIONAL EXPERIENCE
District Manager, New York City-Metropolitan Area 2008-Present
• Manage seven NYC metro locations; second best market in the Northeast Region.
• Maintained key metric goals.
• Spearheaded initiatives to procure and sustain performance excellence.
• Formulated action plans for employee specific development.
• Protected company assets by proactive inventory control and loss prevention practices.
• Ensured top quality customer service standards by all employees.
• Responsible for recruiting, hiring and separations.
• Meticulously developed and outlined plans to drive the business

Device Services Manager 2006-2008
• Lead top store in Customer service, Metric results, and Audit scores.
• Effectively managed, implemented, and maintained store inventory.
• Analyzed business to expand customer base growth.
• Lead partners thru training and mentoring on all company directives and responsibilities.

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Coordinated and supported the opening of 13 new stores in the Northeast Zone.

Trained and supervised full staff to provide ideal customer service results.

Security Officer, Mall Security 2005

- Ensured customer and merchant safety.
- Oversaw camera surveillance unit throughout the entire facility.
- Provided foot and car patrol.

Best Buy 11/2003 to 3/2005
Customer Service Rep/Wireless sales/Finance Department

Monitored the public policy environment, analyzing and reporting on events and issues of importance to the organization and its partners, developing appropriate responses where necessary.

- Completed customer service orders, and returns.
- Responsible for new and existing credit card accounts.
- Sold wireless and landline phones.
- Educated customers on devices and MP3 units.

REFERENCES:

Available Upon Request

Vernell Fields
Deputy Chief Executive Officer for Administration

SUMMARY

Vernell is a savvy, results-oriented leader with proven success in managing supplement educational services for a variety of educational providers. Her background includes being an account partner, tutoring and self-sufficiency coach. Vernell is also a critical thinker and adept youth and community advocate for education and educational policy.

EDUCATION

The Pennsylvania State University, Abington, PA
Bachelor of Arts in Administration of Justice
Minor: Sociology
Certified Literacy Corp Tutor (LITCORP, PA)

EXPERIENCE

Innovative Educational Program, Philadelphia, PA
SES Director (Supplement Education Services)
• Develops, coordinates, and monitors regional educational programs in conjunction with other coordinators.
• Develops faculty or staff to assist in implementing regional educational programs.
• Directs and Manages educational programs at three sites which have 150 pupils.
• Directs and Manages a 25 member staff.
• Assist and monitor teacher and tutor recruitment.

US Maintenance, Norristown, PA
Account Partner
• Responsible for building, maintaining, and retaining corporate relationships with business entities which may prove profitable for the company.
• Securing relationship with potential clients, also take the necessary steps that would induce businesses to get into contract with our company, which in turn boost sales and revenues.
• Work with marketing to develop new leave-behind product(s), newsletter, advertising materials, etc.

Intellectual Pursuit, Inc, Philadelphia, PA
Supplement Education Service Coordinator/Tutor
• Tutor students within the Philadelphia School District from Kindergarten to 12th grade, and develop personalized lesson plans for students based on the students' individual needs.
• Supervise a staff of nine tutors and develop tutor guide lines procedures.
• Recruit, train and assign students to tutors based on their academic needs and personalities.
• Manage online data system that houses the students and tutors files and attendance records.
• Assist the director on various SES contracts, and serve as a point of contact between the school district and the company.

Community Education Partners, Philadelphia, PA
Accelerated Learning Academy- Credit Recovery Drop-Out Prevention
Self-Sufficiency Coach
• Supported up to 300 students in life skills counseling, and maintained a positive relationship with students, so they could obtain their high school diploma in a stress free environment.
• Implemented and coordinated programs that would help student graduate high school and further their education including programs that could assist student in their daily lives.
• Obtained handle with care training to better serve the students in any emergency case that could harm them or other students.
• Assisted the case manager in interviewing possible candidates and their families for the school.

INTERNSHIP EXPERIENCE

Commonwealth Consulting Group, Jenkintown, PA 2006 - 2007
Office Assistant
• Supported up to six individuals by performing general office duties, such as filing, data entry, copies, and mailings, providing the consultants more time to assist customers and process claims efficiently.
• Assist in auditing flexible spending accounts to ensure documents and checks are processed in a timely manner.
• Helped other departments manage client data by organizing address lists and other information on Excel.

Tutor
• Taught English as a Second Language to individuals from a variety of cultures.
• Tutored adults on the GED to help them reach their goal of passing the examination.

Homemaker health services, Philadelphia, PA 2004 - 2007
Home Health Aid
• Cared for patient in her home by distributing medication and syringes, bathing her, performing light housekeeping, and bookkeeping, and providing companionship.
• Helped patient with activities of daily living so she could maintain her independence instead of seeking institutional help.

Social Security Administration, Philadelphia, PA 2005-2006
Clerical Associate – STEP (Seasonal)
• Helped to coordinate and distribute the overload of Continuing Disability Review Forms for individual on disability for review by main office.
• Performed office duties, light data entry, File and pull folder, sorting and delivering mail, Disability care assistant, and Assisted 30 other employees in their office work, which helped make it easier caseworkers, so they could put more time into their case loads instead of the filing and other office duties.

Penn State Abington, Abington, PA 2004-2006
Work Study Student – Lares Lobby and Bookstore
• Assisted at the information desk, by helping students, answering questions about events and meetings on and off campus, answering the telephone, sorting and delivering mail, completing light data entry, and assisting clubs in their activities so they could have a successful turn out.
• Performed cashiering and helped people find their text books in a fast paced book store during rush period.

Junior Leader
• Read to different grade levels mainly 6th thru 8th. Tutored vocabulary reading comprehension, spelling and grammar, and encouraged students to read 8 books within a six week period
• Improved reading level for two students by setting up an agenda to follow
• Took students to various educational trips such as the Philadelphia Airport, the, Wildlife Reservoir, and the African American Museum

EXTRACURRICULAR

Penn State Abington Black Student Union 2004-2007
• Led group members in organizing events to increase cultural awareness, with an average attendance of 150 students at each event. The program “Lest we Forget” was selected by the student body as Best Cultural Event of the Year for 2006-2007.
• Reviewed contracts for each event to ensure compliance with University policies.
• Awarded Best Organization of the year 2006-2007 by the student body.
• Earned 2006-2007 Leaving Leader of the Year for “outstanding service to her organization.”
• Key member of student group selected to attend the 2006 APCA Conference.

VOLUNTEER

Penn State Abington “Martin Luther King Day of Service”
Participated on a “Teen Summit” panel, for the Frankford Community in Philadelphia
Penn State Abington “Kurios Kids Festival”
JOHNNY J. PATTERSON
PRESIDENT & CHIEF EXECUTIVE OFFICER

EDUCATION CREDENTIALS:
• Certificate, Public Administration, CU/SIPA
• Columbia University, Global Business and Public Policy (Political Science) Bachelors, May 2008
• Business Administration, Healthcare Management and Policy Management/Masters of Public Administration - Devry University (Online Dual Degree). Expected Graduation: May 2014
• Princeton/Columbia Club Member

PROFESSIONAL EXPERIENCE:
The Commission on Urban Leadership, LLC
Consultant on Diversity, External Affairs and Legislative Affairs
January 17, 2011 to Present
Philadelphia, Pennsylvania
• Lead strategic diversity planning efforts, including assessment, evaluation and accountability.
• Work directly with the President, other Vice Presidents and Directors on implementation of policies and initiatives.
• Develop strategic partnerships, alliances and collaborations with key constituencies.
• Coordinate and develop diversity training in collaboration with other offices and departments.
• Identify barriers to recruitment and retention of underrepresented populations and support strategies to overcome these barriers.
• Collaborate with the Office of Equal Opportunity regarding diversity issues, including search and selection.

City of New York, New York
Assistant Deputy Mayor & Deputy Commissioner of Public Policy, Government Relations and Administration Office of the Mayor
January 4, 2010 to January 7, 2011
• Directed the daily administration of the Department, with subordinate Assistant Deputy Commissioners, Chief of Staff and Division Supervisors. I directly supervised and managed a team of 24 staff members.
• Build up relationships with key City Council, State Assembly, State Senate, Congressional and Senatorial members and staff, advocate with them, and work with them on relevant and emerging legislation.
• Drafts the Mayor's position statements and comments in collaboration with the Mayor's Press/City Council Office on vital issues of public policy initiatives.
• Stayed abreast of emerging developments in legislation and pending legislation and also track developing policy trends that influence the Mayor's ability to accomplish proposed polices and regulations.

City of Mount Vernon, New York
Special Assistant to the Mayor for Inter-Governmental Affairs/Deputy Chief of Staff
July 1, 2009 to January 1, 2010
Office of the Mayor
• Advisor to the Mayor on pivotal issues; assisted with developing the City's budget of $130 million and generated funds from government agencies for Capital Projects.
• Responsible for developing policies/procedures to help foster the public's understanding, awareness and the effectiveness of government services.
• Overseeing constituent services and community outreach.
• Stayed abreast of emerging developments in legislation and pending legislation and also track developing policy trends that influence the Mayor's ability to accomplish proposed polices and regulations.

City of Mount Vernon, New York
 interim Commissioner of Parks & Recreation
(Promoted from this position)
July 1, 2009 to January 1, 2010
Department of Parks & Recreation
• Overseeing and coordinating all operational and administrative functions; and developing and implementing policies and programs focused on improving the efficiency and capability of the department's staff to provide for successful delivery of programs and services.
• Managed a budget of $12 million dollars and a direct staff of 87 and a seasonal and part-time staff of 283 persons. Manage and maintain public buildings, facilities and grounds management for thirteen building/recreation centers.

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• Worked with staff to make daily operational decisions and forecast long-range planning needs to meet requirements of the approved comprehensive plan.

PBI Communication Group, Inc
Chief of Public Policy/Government Affairs & Communications
January, 2009 to June 28, 2009
Office of the Chairman & CEO

• Crafted the organization’s public policy agenda and strategy for achieving the organizations agenda, working closely with PBI’s leadership, experts and the PBI legislative counsel.

• Represented PBI in working with Washington, D.C. policymakers, Congressmen, and other organizations to achieve PBI’s policy priorities.

• Monitored the public policy environment, analyzing and reporting on events and issues of importance to the organization and its partners, developing appropriate responses where necessary.

• Developed and implemented plans for educating and activating PBI’s constituents and partners on priority issues that affect their specific interest, and ensure that public policy efforts were tightly integrated with other PBI’s strategic priorities.

• Advisor to 36 member direct staff and 67 members of the executive staff nationally and internationally.

University of Pennsylvania
Executive Director /Vice President of Government and Community Affairs
Black Men At Penn School of Social Policy & Practice, Inc. (BMAP)
June, 2008 to December, 2008

• Represent the BMAP before Congress, the White House and the Courts on issues of post secondary education, mentoring, social services, gentrification, and other issues of importance to the university.

• Track legislation and court cases of concern to the university and BMAP.

• Advised senior executives on actions to take on important social justice issues.

• Community and government liaison between the university and community/civic organizations.

The Hip-Hop Education Entertainment and Activism Tour
Chief Operating Officer & Executive Vice President of Government Affairs
September 2005 to January, 2007

• Designed and managed efforts to secure $5 million dollars from private investors to support the Global Green initiative.

• Managed day-to-day operations and directed a staff of 24 and a volunteer staff of 63 members.

• Developed marketing strategy for Ex-Offender voter turn-out and participation in elections.

• Collaboration with the legal department to negotiate contracts and employee compensation packages.

Parkside Mortgage Company
Loan and Mortgage Processor
June, 2003 to August 2005

• Verified, compiles, and types application information for mortgage loans.

• Completed applicants initial intake process

• Reviews residential loan application file to verify that application data is complete and meets establishment standards, including type and amount of mortgage, borrower assets, liabilities, and length of employment

• Submits mortgage loan application file for underwriting approval.

• Records data on status of loans, including number of new applications and loans approved, canceled, or denied, using computer.

PROFESSIONAL REFERENCES:
Available Upon Request
Gerly Adrien
Chief Financial Officer

PROFESSIONAL EXPERIENCE

JPMorgan Corporate & Investment Bank, New York, NY July 2011 – Present
Global Alternatives Hedge Funds Services Risks Management & Controls Analyst
☐ Responsible for quality assurance testing of controls & processes, identifying root cause analysis for process/control breaks, strategy reengineering, ensuring daily front / middle / back reconciliations for controls & implementing solutions to ensure that the Global Alternatives Hedge Funds Services, particularly the Boston, Connecticut & New York offices, are in compliance with the internal bank policies, external auditors & regulatory requirements, such as AML, SSAE16, annual audits & quarterly QAs.
☐ Accountable for observing opportunities & recommending enhancements to existing/ new process flows to improve effectiveness, efficiency & quality of overall business operations in a controlled environment & mitigate risk through the oversight of Control Self Assessments (CSA), assisting in Audit & Compliance reviews, supporting in key operational risk activities, & increasing awareness of factors &/or trends, which impact the businesses.
☐ Facilitation & develop control-oriented presentations, lead key metrics enhancement & shape messages in a manner effective for senior management & business presentation for Fund Accounting, Trades, Reconciliations, Pricing, Loans, Investor Relations, Data Administration & Cash Management.

Global Fixed Income Cash, SPG & Public Finance Risk Management & Controls Analyst
☐ Provided business plan support & analysis across the lines of business in the Investment Bank by executing semi-annual control self-assessment process, reviewing of the Sarbanes-Oxley Act (SOX)/business continuity testing & coordinating pre-audits with external & internal auditors.
☐ Ownership of control-related projects, recorded risk events & interact with senior management, control officers, financial partners, colleagues in India & technology partners to ensure consistency & effective operational controls.

Deloitte & Touche, Boston, MA June 2010 – August 2010
External Audit Intern
☐ Collaborated with the Boston Hedge Funds Practice team to effectively & efficiently complete audits via testing asset, liability, income & operating expense balances for overstatements & understatements, including such accounts as revenue, expenses, & investments.
☐ Drafted engagement & responsibility letters; traced cash for cost rolls testing; planned preliminary analytic testing; & assisted in reviewing financial statements.

U.S. Department of Defense, Mechanicsburg, PA June 2009 – August 2009
Internal Audit Intern
☐ Participated in the Naval Supply Systems’ command inspection; discovered a discrepancy in two key functional areas. Composed the majority of command evaluations / recommendations for Human Resources & Internal Control Program.
☐ Compiled & consolidated data for the Inspector General & Command Inspection Directors’ audit entrance meetings, Chief/Vice Commander weekly staff meetings & fraud investigations.
☐ Worked with the Hotline Coordinator in the performance of ongoing hotline complaints. Delivered follow-up reports to the Federal Records Center, detailing resolutions in regard to fraud, waste & abuse.

EDUCATION:

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Commonwealth Education Connections, Inc Executive Team Members and Proposed Commissioners

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Northeastern University, Boston, MA December 2013
Certificate in Advanced Accounting

Bentley University, Waltham, MA May 2011
Bachelor of Science, Management; Concentration, Accounting Cumulative GPA: 3.3/4.0

LEADERSHIP EXPERIENCE:
Generations Inspired, Inc. July 2013 – Present
Board President
☑ Co-founded a non-profit organization, which focuses on using innovative, interactive, informative and inspirational programs to empower today’s youth and young adults to reach their fullest potential.

The Brooklyn Steppers January 2013 – Present
Board Member
☑ Part of the Finance / Nominating Committee to assist in fundraising, budgeting & strategizing for the non-profit organization’s mission to develop a commitment to personal excellence in young people through innovative, quality performances and practical experience in arts related careers.

National Association of Black Accountants (NABA) April 2010 – Present
JP Morgan Internal Committee Volunteer
☑ Assist with recruiting initiatives, an article for Black History month & the student / national annual conference.

Management Leadership for Tomorrow (MLT), New York, NY
Fundraising Co-Chair / Career Preparation Fellow May 2009 – January 2013
☑ Supported in raising funds for MLT’s 10 Year Anniversary Gala from the 2009 career prep class fellows.

AWARDS / ACTIVITIES / SKILLS:
Awards: Bentley University’s Hartnett Family Business Plan Award, 2011; NABA Distinguished Collegian Scholar, 2010
Member: Delta Sigma Pi Business Fraternity (DSP) Languages: French – Intermediate; Haitian Creole – Intermediate
Dyesha Hicks
Clerk/Special Assistant to the Board of Commissioners

*Area of expertise: hospitality services. I was the ambassador for a gold standard program ran throughout the company (PlusOne health management) from 2008-2009...the P.R.I.D.E. Champion program was launched to offer select team members an opportunity to lead others in hospitality training beyond their site. The aim was to improve retention where needed, to reinforce training methods already in place, discover new uses for the program, and to measure our progress in delivering world-class service. This included bi-weekly phone calls to a cluster of chosen company sites, and then a conference call to discuss ways to implement gold standard service and to identify ways to improve staff members performance. In 2012 I was selected as a "Receptionist Rock Star" by the director of physical activity. Quarterly meetings were held to discuss ways to encourage on going practices of gold standard service throughout the company.

Employment:

3/09 - Current    Receptionist, Barclays Capital Fitness Center New York, NY
Manage the front desk operations of a corporate fitness center at the global headquarters of Barclays Investments. Responsibilities include, but are not limited to: membership billing and tracking of over 780 members, new member enrolment and processing, customer service and sales of plus one services like Personal Training and Nutrition, opening the facility daily at 5:30am, filing, client facing presentations such as facility tours, and handling member conflicts. Requires proficiency in Microsoft Office (primarily Outlook, Excel and Word) as well as hospitality and organizational skills.

7/05 - 3/09    Receptionist, The Penn Club of New York New York, NY
Managed front desk operations for the University of Pennsylvania Alumni Club, a private fitness center and spa located within a hotel. Responsibilities included: opening the club daily at 6am, organizing the fitness floor and front desk reception areas, maintaining a detailed log of daily member attendance (used for essential facility metrics such as tracking and utilization), inventory of facility amenities, tracking spa and Personal Training appointments, Microsoft Office (primarily Word and Excel), and the ability to work in an independent and unsupervised environment with strong interpersonal skills. Nominated as the Professional of the Month six times by my General Manager.

11/03 - 12/05    Front Desk Associate, New York Sports Club Brooklyn, NY
Responsibilities required taking on shifts at various locations throughout upper and lower Manhattan
Answered a high volume of phone calls for class scheduling
Kept inventory of all fitness apparel
Handled transactions on personal training packages and massage therapy

Education
9/10 - Queensborough Community College, Associates Degree Liberal Arts program

References available upon Request

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Commonwealth Education Connections s, Inc Executive Team Members and Proposed Commissioners
Dr. Kirk P. Gaddy
Board of Commissioner's Member

Dr. Kirk P. Gaddy is a parishioner of Historic St. Francis Xavier Roman Catholic Church in East Baltimore. Dr. Gaddy attended Catholic Schools from Pre-Kindergarten through Graduate School. Dr. Gaddy attributes his success to the Oblate Sisters of Providence, the School Sisters of Notre Dame and to the Society of Jesus, who educated him to become a contributing and participatory member of our society. Dr. Gaddy is a 1983 graduate of the Oblate Sisters of Providence’s St. Frances Academy, where he was graduated valedictorian. Dr. Gaddy received a Bachelor of Arts Degree in Psychology with minors in History/Theology from Loyola University in Maryland. Dr. Gaddy obtained a Master of Education in Curriculum and Instruction in 1989 from Loyola University in Maryland. Dr. Gaddy earned a doctorate from Nova-Southeastern University in Educational Leadership and in Curriculum Development in 2004. Dr. Gaddy has over 28 year in education, of which 24 are in Catholic Education.

Currently, Dr. Gaddy serves as Middle School Coordinator at St. Francis International School in Silver Spring, Maryland. Dr. Gaddy is the co-founder of the Bluford Drew Jemison STEM Academy in Baltimore. Dr. Gaddy is an adjunct Assistant Professor of Education at the Institute for Black Catholic Studies at Xavier University of New Orleans and serves as Core Faculty at Sojourner Douglass College in Maryland. Dr. Gaddy is a consultant to Sadlier Publishing Company in the areas of Religion and Mathematics. Dr. Gaddy is a member of the Niama Ministry that writes and produces the Keep on Teaching Resources Manual for African American Catholic Catechist in the Archdiocese of Baltimore.

Dr. Gaddy is a member of Alpha Phi Alpha Fraternity Incorporated. He is married to Crystalyn M. Gaddy and they are the proud parents of Courtney, Kirby, and Kirk, Jr.
Ivy Staten, Author and Community Activist is a graduate from Temple University with a B.A. in African American Studies and Communications. She is a mixture of spunky and tenacious energy. Ms. Staten has been involved in the performing arts, and aggressively involved in progressive positive change within communities for many years. Ms. Staten received her license as a minister in 2010 from Triumph Baptist Church under the direction of Pastor James S. Hall. Ms. Staten is also Founder of Vote and worked on the Presidential and City Council Campaigns of President Obama and City Councilman Jones.

**Education:**
- Dobbins High School
- Temple University, B.A., Liberal Arts

**Occupation:** Director of Afterschool Counselor’s Network

**Career highlights:**
- Founded Mature Cradle, Inc., a nonprofit organization focused on educational services
- Majored in communications at Temple

**Political experience:**
- Founded Vote! Your It, a citywide voter registration group
- Field representative for Vote!!! Philly... Vote!!!
- Volunteered for Curtis Jones, Jr.’s successful City Council campaign in 2007 and Barrack Obama’s presidential campaign in 2008
- Volunteered for the Committee of Seventy to help with election work in November 2010
Dr. Dollyne Wayman Ed.D.
Chief Academic Officer

Profile
Seeking a position in a results-oriented organization that desires an ambitious and accomplished professional, where acquired skills and education will be utilized toward continued growth and advancement.

Summary of Skills
• Multi-networked, information-related, cross-cultured, organization specialist.
• Behavioral Health Specialist
• Trainer: diversity, career development, life skills, crisis management, behavioral health, leadership
• Foster care / sex offenders
• Geriatric case management, development, programming and outreach
• University professor Strayer and Eastern Universities recognized for high ethical standards in all work performed.
• Instructor / Counselor Career Development Delaware County Community College.
• Met and exceeded quotas and accomplished delegated objectives.
• Managed college dormitories and personal care homes also responsible for state compliance for residential programs.

Professional History

NHS Lansdale, PA. 2010 to 2013
Director / Montgomery County Residential
Managed four residential programs, twenty-five staff members and forty-eight participants. Prepared for all inspections, handled county transformation program, and facilitated all training modules for new company employees.

Agape Esteem Empowerment Institute Philadelphia, PA. 2009 to Present
Provide workshops and training in self-esteem, behavioral health, aging resources, team building, leadership, human services, strategic planning, and diversity, also develop specific training programs at the request of organizations to meet their training needs.

Project Director 2006 to 2009
Behavioral Health Alliance Philadelphia, PA
Provided oversight, outreach and training for pilot program serving older adults with behavioral health needs. Involved in budgeting, development, and strategic planning for longevity of the project with members of the Behavioral Health Alliance: Department of Behavioral Health, AETNA, Independence Blue Cross, Mental Health Association of Southeastern Pennsylvania, and the Philadelphia Corporation for the Aging. Responsible for the development of older adult mobile therapy.

Social Services Coordinator
S.H.I.P. Program / Philadelphia Senior Center Philadelphia, PA. 2004 to 2005
Handled all social services needs for older adults in three senior apartment buildings: medical, behavioral, financial, familial and personal. Conducted therapeutic groups, social activities and initiated a monthly food bank program.

Director of Community Relations and Marketing
Corecare Systems Incorporated Philadelphia, PA 2003 to 2004
Developed marketing programs and creative strategies to support company's promotional activities. Managed all media interviews, speaking engagements, facilitated all special events and trained staff specifically in diversity.

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Commonwealth Education Connections s, Inc Executive Team Members and Proposed Commissioners
<table>
<thead>
<tr>
<th>Position</th>
<th>Company</th>
<th>Location</th>
<th>Years</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Director of Allied Therapy</td>
<td>Universal Health Services Corporation</td>
<td>Philadelphia, PA</td>
<td>1999 to 2003</td>
<td>Managed therapists and hospital therapy program for 300 patients. Conducted staff training in cultural pluralism, strategic planning, leadership, conflict resolution, diversity, and ethics.</td>
</tr>
<tr>
<td>Consultant</td>
<td>Elderly Advocacy</td>
<td>Philadelphia, PA</td>
<td>1998 to Present</td>
<td>Devised and promoted a comprehensive training curriculum for Human Service professionals, Medical/Psychiatric personnel and families to assist in finding and understanding services for older adults.</td>
</tr>
<tr>
<td>Director</td>
<td>Long Term Care Connection</td>
<td>Philadelphia, PA</td>
<td>1998 to 1999</td>
<td>Managed Philadelphia Corporation for the Aging / State Ombudsman contract. Responsible for ombudsman staff, volunteer programs, and facilitation of all educational programs provided for nursing and personal care home staff. Wrote proposals and developed several new programs that addressed the needs of the elderly, specifically Elderdiner.</td>
</tr>
<tr>
<td>Director</td>
<td>Long Term Care</td>
<td>Philadelphia, PA</td>
<td>1993 to 1997</td>
<td>Managed eleven geriatric-psychiatric partial hospital operations with eight hundred and fifty patients for the health system. Supervised one hundred and thirty-five staff members and $12 million budget. Also developed all educational training for partial hospital and nursing home staff. Received JCAHO &quot;Accreditation with Commendation&quot; in 1995.</td>
</tr>
<tr>
<td>Department Head</td>
<td>WestHaven Long Term Structured Facility</td>
<td>Philadelphia, PA</td>
<td>1990 to 1993</td>
<td>Developed and operated first Long Term Structured Residence for Pennsylvania State Hospital diversion clients. Responsible for $1.3 million budget, eighty-three staff members, on-going training and quality assurance measures.</td>
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**Education**

<table>
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<tr>
<th>Certification</th>
<th>Location</th>
<th>Year</th>
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<tbody>
<tr>
<td>Personal Care Home Administrator</td>
<td>Harrisburg, PA</td>
<td>2011</td>
</tr>
<tr>
<td>Certification</td>
<td>Harrisburg, PA</td>
<td>1997</td>
</tr>
<tr>
<td>M.A., Education</td>
<td>Philadelphia, PA</td>
<td>1978</td>
</tr>
<tr>
<td>B.A., Political Science</td>
<td>Philadelphia, PA</td>
<td>1975</td>
</tr>
</tbody>
</table>
David Krain
Board of Commissioners, Member

OBJECTIVE

Obtain a position to expand on my work experience and education for a successful career.

WORK HISTORY

Dec 2005-Present: Social Work Service Manager 2 Phila Department of Human Services

Investigate reports of child abuse and or neglect, work to ensure the safety and well being of children with their families or needed caretakers.

: Achieved position of Social Worker 2
: Currently working on the Hotline for the Department of Human Services


Performed criminal background checks on arrested individuals in the process of being formally charged with crimes.

Assisted the Assistant District Attorney’s with properly charging individuals.

May 2004 to Oct 2004: Youth Detention Counselor City of Philadelphia/Department of Human Services

Provided safety and security for the delinquent youth being held at the Philadelphia Youth Study Center.


Taught Math to middle school students (grades 6-8), also as a substitute teacher.

Jan 2004 to Feb 2004: Lieberman for President

Field campaign coordinator in New Hampshire for Manchester campaign office.

EDUCATION

Aug 1997- May 2001 Pennsylvania State University

Abington PA, 19001

Achieved a Bachelor of Science in Administration of Justice and a Minor in Sociology

MEMBERSHIPS

12/13 to Present Member- Bright Hope Baptist Church

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Commonwealth Education Connections s, Inc Executive Team Members and Proposed Commissioners
11/12 to Present  Master Mason- Tacony Lodge #600.
04/10 to Present  Public Notary- Commonwealth of PA Philadelphia County.
11/09 to Present  Treasurer- Stop the Madness Stop the Violence (501 C-3)
03/06 to Present  Shop Steward- Representing members in A.F.S.C.M.E. Local 2187
07/09 to Present  Board Member- Million Books Project (501 C-3)
11/06 to Present  Volunteer with Men United for a Better Philadelphia.
11/00 to 05/04  Committeeman, Elected Committeeman for the Executive Democratic Committee of Philadelphia in the 57th ward and 12th division.

REFERENCES:
References can be made available upon request.
Trina Patterson
Board of Commissioners, Member

Fashion conscience at a very early age while mesmerized with the pages of Vogue, Trina always had visions of working in the world of fashion. Styling was a prelude into fashions many facades of business. With adoration and inspiration deriving from the likes of Coco Chanel and Grace Coddington, Trina is continually growing and fascinated by the different aspects of style.

Cultivating an impressive clientele and resume, Trina’s broad scope of work encompasses everything from editorial, celebrity, as well as film and television. Her creative vision runs the gamut from feminine to masculine and from subway graffiti to runway couture. Trina’s versatility and talent for merging classic with edge is what sets her apart from the rest. Trina believes image and style are more than mere words they are a way of life. Her way of life!

EXPERIENCE:

<table>
<thead>
<tr>
<th>CLIENT ROSTER</th>
<th>MOTION PICTURE/FEATURE FILM/VIDEOS</th>
<th>EDITORIAL</th>
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<tr>
<td></td>
<td>COSTUME DESIGNER/COSTUME SUPERVISOR/STYLIST</td>
<td>Us Weekly</td>
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<td>Gotham</td>
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<td>Vogue Bambini</td>
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<td>Vibe</td>
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</tbody>
</table>

| Farrah Fawcett | Summer at Dog Dave (Costumer) | Directed by Rob Reiner |
| Lindsay Lohan | “The A-List NY” | Logo/MTV |
| Judith Leiber  | Set Up (Costume Supervisor) | Directed by Mike Gunther; starring Bruce Willis, Ryan Phillippe, Curtis Jackson, Jenna Dewan |
| Ryan Phillippe | Alone | Directed by Rory Abel |
| Beyoncé       | The Miracle of Spanish Harlem | Directed by Derek Partridge |
| Lil Wayne     | Hope and Faith (costumer) | Directed by Don Scardino |
| Usher         | CSI: NY (costumer) | Directed by Rob Bailey |
| Trey Songz    | My Way | Usher |
| Nelly         | #1 | Nelly directed by Steve Carr |
| Solange Knowles | Hot in Here | Nelly directed by Little X |
| Lil Kim       | Batter Up | Nelly directed by Marc Klasfield |
| Fabolous      | Dilemma | Nelly directed by Benny Boom |
| Jermaine Dupri| Girlfriend | Nsync featuring Nelly |
| Larry Hughes  |                                  |           |

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Janet Jackson Velvet Rope Tour with Usher
Bad Boy and Family Tour with Foxy Brown
MTV TR! Tour with Nelly and Eve
Levi's
Mary J. Blige
Rodney Jerkins
Destiny's Child
Sherman Hemsley
SWV
Daniel Gibson
The Dream

TELEVISION

ESPN - Commercial with Nelly and Allen Iverson
BET - Rip the Runway 2008
BET - Rip the Runway 2007
BET - 106 and Park 2002
MTV - Who Knows the Band 2001

ADVERTISING CAMPAIGNS

Levi's Spring 2002 directed by Albert Watson
Apple Bottoms Kids directed by Pieter Henket
Apple Bottoms Women directed by Chung Ky

EDUCATION

Fordham University, Bronx, NY

• Knowledgeable in Prosanity Costume Design software
• Member of New York Women in Film and Television
• I.A.T.S.E. Local 764

OTHER

REFERENCES AVAILABLE UPON REQUEST
Brittany R. Gardner, Esq.

Admissions
New Jersey State Bar, 2016
United States District Court, District Court of New Jersey, 2016

EDUCATION

Charlotte School of Law
Juris Doctor, Pro Bono High Honors, December 2015
Activities: Homeless Prevention Clinic, Student Attorney; Trial Practice; Student Bar Association, Treasurer;
Phi Alpha Delta Law Fraternity, Justice; Black Law Students Association; Expungement Clinic

Temple University
Bachelor of Arts, May 2011

LEGAL EXPERIENCE

Law Clerk
Browning Legal Group LLC
- Drafted motions, i.e. Suppression, Bail Reduction, PCRA, Detainers, Forfeitures, Quash, Nunc Pro Tune
- Office support, i.e. attended and assisted with client interviews, court filings, and office support

Student Worker
Charlotte School of Law, Admissions
Sept. 2015 – Dec. 2015
- Reviewed incoming law school applications from prospective students
- Liaison between the law school (Director of Admissions and Admissions Counselors) and students

Intern
City of Philadelphia, Mayor’s Internship Program, Office of Economic Opportunity
June 2015 – Aug. 2015
- Assisted the Executive Director of the OEO in updating the MACCID report
- Gathered data for the Office of Community Empowerment and Opportunity’s Food Access Collaborative
- Assisted with implementing policy changes in regards to free meal providers and social services

File Clerk
James McElroy & Diehl, North Carolina
Feb. 2015 – April 2015
- Reviewed existing files for the existence of relevant client information
- Reviewed documents i.e. as mortgages, promissory notes and governmental regulatory disclosures

Law Clerk
First Judicial District of Pennsylvania, Honorable James M. Deleon
Sept. 2013 – Aug. 2015
- Observed and assisted Judge in courtroom proceedings and pretrial conferences
- Researched and reviewed cases on the new application of “hearsay” evidence in Philadelphia
Award: Certificate of Excellence for Facilitating Improvement of Law, Legal System and Administration of Justice

Paraprofessional
First Judicial District of Pennsylvania
- Attended hearings with Trial Commissioners, Public Defender’s Office, District Attorney’s Office, and
Philadelphia Prison Representatives to determine eligibility of pre-trial release
- Determined bench warrant status of persons detained by law enforcement (NCIC, PCIC, JNET, and CPCMS),
and placed those who failed to appear in court on the Bench Warrant Hearings list
- Conducted Orientation for defendants released from prison under Pre-trial supervision
- Determined if defendants qualified for Public Defender or Court Appointed representation

Intern
District Attorney’s Office of Philadelphia
- Conducted legal research, subpoenaed police officers and witnesses, and assisted complainant interviews
PROFESSIONAL SUMMARY

- High energy level; able to manage a variety of tasks simultaneously
- Well-developed interpersonal and communication skills
- Possesses advocacy skills and a sense of professional ethics
- Strong computer skills
- High level of flexibility

WORK HISTORY

Philadelphia Corporation for Aging- Service Coordinator
- May, 2013- Current
- Facilitates community-based long-term care to disabled and/or chronically impaired older adults
- Responsible for the overall coordination of a diverse caseload of over 60 consumers
- Completes monthly home visits to provide ongoing care planning, service arrangement, follow-up, and reassessments
- Works with consumer, his/her family, and/or caregiver, to develop an Individual Service Plan and consults with other disciplines as necessary
- Identifies and mobilizes informal and formal resources to meet participants' needs. Maximizes use of third party payers
- Exceeds daily billable quota

Intercultural Family Services- Case Manager
September- 2013- March 2013
- Provided support to children and families dealing with issues of truancy, reunification, delinquency and other social problems
- Assisted children and families in navigating the City of Philadelphia's social system
- Completed weekly home visits, participated in joint team meetings, conducted school visits, and performed needs assessments and safety checks
- Arranged for needed services and entitlements, working cooperatively with participant, family members, religious groups and service providers

EDUCATION
West Chester University
Bachelor of Arts- Psychology- 2013
Cum Laude
Russell A. Hicks

OBJECTIVE: To deliver value-add to an organization strategically positioned for sustainable growth, domestically and internationally. In addition, to impact the organization's bottom-line through strategic planning, prudent accounting and project management, and to be a change-agent via interactive marketing initiatives, professional development trainings and quality customer service in order to help meet the organization’s mission and vision.

EDUCATION: Howard University School of Business – B.B.A. received May 2000 Washington, DC
Bachelors Degree in Business Administration – Management
Wharton Small Business Development Center at University of Pennsylvania
September 2004 Philadelphia, PA
Completed professional development classes in business planning, finance, marketing
New Jersey Redevelopment Authority and Training Institute
September 2008 Atlantic City, NJ
Completed real estate development program for commercial and residential redevelopment in urban communities

SKILLS: Superior written and verbal communication skills with expertise in marketing and public relations
Excellent leadership skills in client relationships and effective management of company staff
Ability to produce reports, plan workshops and present concepts to individuals and groups
Experience in designing, coordinating and conducting workforce trainings and business development programs
Ability to communicate effectively, and interact with corporate executives, public officials and all stakeholders

PROFESSIONAL EXPERIENCE:

September 2013 - November 2015 PowerCorpsPHL Philadelphia, PA
Operations Manager
• Manages operations for a green workforce development program for approximately 50 ex-offenders, every 6-month cycle, in partnership with AmeriCorps, Education Works and the Mayor’s Office of Civic Engagement and Volunteer Services.
• Expanding the program’s scope with implementing green storm water management projects through strategic partnerships with The Philadelphia Water Department and the Sustainable Business Network.
• Training members in the program to become social entrepreneurs in the local green economy.

January 2010 - July 2011 Big Picture Philadelphia and The E3 Center Philadelphia, PA
Director of Real World Learning and Advisor
• Responsible for increasing student internship placements from 9% to 50% at El Centro de Estudiantes High School.
• Provided infrastructure, training and capacity for school administrators, teachers and students to implement efficient processes and procedures.
• Delivered business education curriculum and project-based learning to adjudicated youth at The E3 Center.
September 2000  The Enterprise Center  Philadelphia, PA
January 2010  Financial Manager, Director of Operations & Training, Business Education Manager

- Responsible for daily cash flow management, payroll, and quarterly tax filings for a non-profit organization with a $1.5 million dollar annual budget.
- Executed 3 multi-year private-sector contracts and 5 government program initiatives valued over 3 million dollars.
- Consulted and coached over 500 business clients through trainings, capacity building and procurement.
- Developed program scope, strategic plans and curriculum, as well as instructed over 300 young male entrepreneurs.
- Managed various staff with teams including 6 building operators, 3 event planners, 8 instructors and 20 interns from academic institutions and community programs.
- Chaired strategic plan finance committees, facilitated 2 regional business plan competitions, received multiple community awards, and served on various boards and conference planning committees

November 1997  Howard University Tele-Center for Alumni Advancement  Washington, DC
May 2000  Senior Ambassador Supervisor

- Served as liaison to alumni, administrators and parents about university programs, issues, and events.
- Trained and managed over 40 telemarketers and students in operating systems and sales.
- Produced over $100,000 in alumni contributions and participation via telemarketing campaigns

ACHIEVEMENTS:
- Urban League of Philadelphia's Leadership Forum graduating class of 2007
- American Cities’ “Men Making a Difference” Award
- Graduate of United Way’s Board Leadership Training Program
- Community College of Philadelphia’s New Choices New Options Community Leadership Award in May 2009
- Small business ambassador for youth entrepreneurship in Bahia Brazil with Levantamos, Partners of the Americas and the U.S. Department of State’s The Buck Stops Here program in 2009
- Planning Committee for the Sustainable Business Network of Greater Philadelphia’s Social Venture Institute Conference 2009-2012, serving as Co-Chair in 2010
- Winner of 2012 Black Male Engagement (BME) Award from the Knight Foundation for $20,500
- The Philadelphia Tribune 2012 Philadelphia’s Most Influential 10 People to Watch Under 40

ACTIVITIES:
Event planning, teaching & mentoring youth, volunteering for economic development initiatives, community projects and non-profit organizations for the organizations listed below:
- Developing my sustainable consulting business, Ebony Suns Enterprises, LLC, since January 2011
- Philly Roots Fellow with United Way since September 2012
- U.S. Professional Fellow with the United State Department of State since April 2013
- Partners of the Americas Pennsylvania Chapter President of the Board since September 2013
- Philadelphia Mayor’s Commission on African and Caribbean Immigrant Affairs affiliate
- Planning committee member for the U.S. Department of Commerce Minority Business Development Agency’s Minority Enterprise Development Week 2005 and 2006 in Philadelphia
- Managed a political campaign for Numa St. Louis, candidate for Pennsylvania State Representative, District 202 from 2011-2012
- Economic Co-Chair of 100 Black Men Philadelphia Chapter from 2009-2013
- Facilitation and lead mentor of OIC of America’s Future Leaders Advancing Self Help (F.L.A.S.H.) program

References Upon Request
The governance structure of CEC will be organized to meet the educational needs of all students enrolled. Each level of governance has been designed to support and advance the mission, vision, and stated goals of this charter. CEC’s advisors and board has the backgrounds, experience, and capacity needed to establish and sustain an excellent high-performing school, especially in the areas of: curriculum, instruction, innovation, assessment; finance; management; HR; facilities; fundraising; marketing/PR; board development; governance; and school administration.

CEC’s Board will operate in accordance with all applicable laws. As public agents authorized by the STATE, the CEC Board is responsible for governing the school and holding the charter for the school, as it is granted by the LEA. A strong Board defines the mission of the school, develops school policies and changes them when appropriate, the board will assist the CEO in the hiring of a qualified Principal to manage the school’s instructional day-to-day operations and holds them accountable for meeting established goals, and formulates a long-range plan and charter school Accountability Plan that will ensure the school’s continued stability. The Chief Executive Officer will handle the day-to-day management of overall operations and hiring all other staff along with the Deputy Chief Executive Officer and Chief Human Capital Officer for Talent Development and Human Resources.

In addition to its many other responsibilities, the CEC Board will ensure that the school is complying with all of the state and federal laws that apply to the school and that the Board itself is operating in accordance with the rules set out by all applicable state laws and regulations. Finally, the Board is responsible for operating the school in accordance with its charter and with any approved amendments to its charter. CEC’s individual Board members will be held to the duties of care, fidelity and loyalty. These duties include, but are not limited to, the following actions: always acting in the best interest of the school, regularly reviewing key school documents including the charter and budget, performance and evaluation, organizational stability, student achievement and voting only after thoughtful consideration of all relevant options. Listed below are the clearly articulates roles and responsibilities for board members, executive staff and school staff:

**Board Chair**- The Commissioners shall elect a Chair of the Board of Commissioners. Except as otherwise provided by law, the Charter or these By-laws, the Chair shall hold office for two years, until the next annual meeting of the Commissioners or the special meeting held in lieu thereof, and thereafter until his successor is chosen and qualified, unless a shorter term is specified in the vote electing or appointing them. The Chair shall establish the agenda for all meetings of the Board of Commissioners in consultation with the CEO, Corporation Counsel and Special Assistant to the Board of Commissioners, as appropriate in the discretion of the Chair, other members of the Board of Commissioners. The Chair shall preside over all meetings of the Board of Commissioners and shall have such other powers as the Board of Commissioners shall determine. In the absence of the Chair at any meetings of the Board, the Vice Chair shall exercise the rights and perform the function of the Chair. The Chair is the chief liaison to the Chief Executive Officer, acts as the primary signing agent for official board documents, and is responsible for ensuring the board is in compliance with the charter contract, board manual, and bylaws.
Board Vice Chairperson- The Vice Chair shall assist the Chair in overseeing the functions of the Board, and shall have such other powers as the Board of Commissioners shall determine. In the absence of the Chair at any meetings of the Board, the Vice Chair shall exercise the rights and perform the function of the Chair. The Vice Chair shall have such other powers and duties as are usually afforded to that office and as may be vested in that office by these By-Laws or by the Commissioners.

Board Treasurer & Chair of the Finance Committee- The Treasurer shall oversee the general financial affairs of the School, subject to the direction and control of the Board of Commissioners. The Treasurer shall have such other powers and duties as are usually afforded to that office and as may be vested in that office by these By-Laws or by the Commissioners.

President & Chief Executive Officer- The Pres. & CEO is responsible for developing the vision, setting and adhering to policies, setting/achieving goals, and assisting the Board of Commissioners in fulfilling its responsibilities. The CEO is responsible for the leadership, strategic vision and growth of CEC schools. The CEO provides guidance and directs the day to day operations and management of all CEC staff and departments. The primary responsibility of the President & Chief Executive Officer is to carry out the strategic plans and policies as established by the Board of Commissioners including the academic performance and operations of the existing school and future campuses and fiscal oversight. The President & Chief Executive Officer reports to the Board of Commissioners. (The Pres. & CEO is a non-voting member of the Board of Commissioners.)

Deputy Chief Executive Officer- Provide policy advice and support to the Chief Executive Officer (CEO). Provide leadership in the development and implementation of appropriate operational policies to support the objectives of the Board of Commissioners and complies with the Charter Agreement. Oversee and manage the preparation of periodic administrative and compliance reports with the Chief Financial Officer and Chief Academic Officer. Assist the CEO in formulating implementation plans, including the preparation of budgets, work plans, procurement plans and monitoring evaluation plans. Provide leadership, coordination and day-to-day management of the administrative and accountability functions of the school, including financial management, procurement, legal affairs in conjunction with the Corporation Counsel, monitoring and evaluation, public outreach and human resources, and ensure that the operations of the school are in full compliance with local and state regulations and with Board of Commissioners requirements and standards. Assist the CEO in ensuring continuous improvement of operational efficiency during implementation of policies and procedures. Work closely with the Chief Academic Officer, Chief Financial Officer and assigned Board Committees for Project Management to facilitate the timely exchange of operational information and the adherence to Board and School District requirements and standards. Act as officer-in-charge in the absence of the Chief Executive Officer (CEO). Manage the work of all employees, and make recommendations to the CEO regarding staff retention and related issues in conjunction with the Deputy Chief Operating Officer for Talent Development and Human Resource.
Chief Financial Officer- The Chief Financial Officer is a key member of CEC’s leadership team, managing the day-to-day financial operations of our schools and our School Support Team in the areas of accounting, banking, budgeting, and financial planning. This position reports to the Chief Executive Officer and Deputy Chief Executive Officer and is responsible for building a scalable and efficient financial infrastructure, providing exceptional service and support to our schools, and ensuring their continued financial success. Reporting to this position is the Deputy Chief Operating Office for Talent Development & HR and the Recruitment Coordinator.

Chief Innovation Officer- The Chief Implementation and Innovation Officer will have responsibility for supporting the continued growth and innovation of CEC schools. This will include designing and defining ways to measure and then achieve sustained annual growth in the areas education, philanthropy and private donor identification. Developing and continuously improving an implementation strategy for the CEC Schools, as well as related frameworks, policies, regulations and processes. Developing and regularly improving an implementation strategy for education, philanthropy and private donor identification, with a 5-10 year time horizon and work with both internal and external partners to ensure its implementation. Facilitating the development and execution of an annual programme of work to implement CEC's implementation strategies, working with the Implementation and Innovation Committee, support organization(s), and other CEC bodies and staff, as well as contributors. Identifying, prioritizing, and assessing implementation-related challenges likely to emerge over a rolling 3-5 year timeframe, as well as facilitating the development and donor options for addressing priority issues. Ensuring that the Implementation and Innovation Committee has the necessary supporting resources in place to effectively conduct its business in an effective and efficient manner. Directing the recruitment and retention of new and prospective teachers. Assisting the Chief Academic Officer and Deputy Chief Executive Officer in finding new and innovative ways to develop a vibrant school culture and curricula. Reporting to this position is the Deputy Chief Innovation Officer for Institutional Advancement, Coordinator of Technology and the Director of the Parent University.

Chief Academic Officer- Assist the CEO in the development of an academic vision and strategic plan scaling the existing instructional model ensuring excellence and high standards to all CEC students and families. Determine and implement CEC’s academic priorities. Provide scalable instructional program leadership to all School Leaders with specific responsibility for planning, development, implementation, assessment and improvement across all current and future schools. Develop and lead School Leaders and school teams in their roles as instructional leaders and site managers. Monitor, provide feedback to and evaluate School Leaders providing clarity of roles, functions, goals and accountability. Develop plans to help capitalize on individual leader strengths as well as plans to help them improve and address areas of potential growth with real time feedback. Assist School Leaders in monitoring and evaluating effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with school’s missions, core values, academic standards, and strategic goals. Reporting to this position is the Chief Education Officer for Curriculum and Instruction, Principal, Vice Principal/Dean of Students, Director of Special Education and Supportive Services, Department Chairs./SLC Leaders, Teachers, and Paraprofessionals.

Chief of Government & Community Relations- The Chief of Government and Community Relations will manage a staff of five responsible for developing, coordinating, and implementing, in tandem with the different departments within CEC, the political and community-sensitive

Commonwealth Education Connections, Inc. Governance Plan Appendix 4
development strategies designed to facilitate the successful completion of CEC initiatives. The Chief of Government and Community Relations acts as the corporation’s primary relationship manager with respect to federal, state, and local elected officials and government agencies; community boards; community stakeholders; private stakeholders; and, the Governor, Mayor and Council Offices, State, and Federal agencies. The Chief of Government and Community Relations is also responsible for developing CEC’s annual legislative agenda and working with the corporation’s senior management team and key personnel in the CEO’s Office to ensure that the corporation’s legislative and educational priorities receive attention on the federal, state, and local level. Reporting to this position is the Director of Communications & External Affairs, the Director of the Student Success Center & School Advisory Council and the Director of Community and Parent Engagement.

**General Counsel** - The General Counsel serves as the Chief Legal Officer of CEC and a member of the CEO’s senior management team. The General Counsel represents and directs the representation of CEC in all legal matters; serves as legal advisor to the CEO, Board of Commissioners, and senior administrators; and serves as a resource on legal matters and issues of institutional procedure and governance. The General Counsel reports to the CEO and oversees or handles all legal aspects of transactional, regulatory and Board matters related to CEC, including directing the Director of School and Student Safety and outside counsel retained to represent CEC. The General Counsel also supervises certain functional offices assigned by the CEO, such as Internal Audit along with the Chief Financial & Operating Officer and outside auditors. Reporting to this position is the Director of School and Student Safety, Deans of Students and Deputy/Assistant General Counsel’s.

**Deputy Chief Operating Officer of Talent Development and Human Resources** - The Deputy Chief Operating Officer for Talent Development and Human Resources is responsible for determining and providing leadership in developing and executing talent development and human resources strategy in support of the overall school plan and strategic direction of the organization, specifically in the areas of succession planning, talent management, change management, organizational and performance management, training and development, and compensation. The Deputy Chief Operating Officer for Talent Development and Human Resources provides strategic leadership by articulating Human Resource needs and plans to the executive management team, and to the Board of Commissioners. Also, directs and assist in the recruitment and development of new teachers and staff along with the Recruitment Coordinator and Chief Innovation Officer.

**Chief Education Officer for Curriculum and Instruction** - The Chief Education Officer for Curriculum and Instruction (CEOCI) will work collaboratively with all members of the Executive Leadership Team to ensure coordinated planning and consistent implementation of CEC strategic plan, making certain that programs and priorities are focused on eliminating the achievement gap and improving student achievement. The (CEOCI) will provide leadership to communicate system priorities and ensure collaborative work processes too effectively and efficiently utilize resources. The CAO will oversee and monitor the implementation of systemic cross-functional strategic projects and initiatives, will provide support to instructional directors and coordinators, and will monitor these projects and initiatives to ensure they lead to high student achievement. The (CEOCI) will foster a work environment that is student-focused and results-oriented and that places priority on student learning and performance. As a member of the Executive Leadership Team, the (CEOCI) will articulate to various local and state officials the CEC’s strategic initiatives and alignment of programs in conjunction with Chief Academic Officer. [The (CEOCI) will plan, direct,
develop, coordinate and review system wide projects in curriculum development and related instructional and extracurricular services and is responsible for system wide services for all academic programs.] The (CEOCI) will work closely with the other members of the Executive Leadership Team.

**Deputy Chief Innovation Officer for Institutional Advancement** - Fosters a culture of philanthropy within the organization. Assures that the organization’s corporate culture, systems and procedures support fund development and vice versa. Leads staff and volunteers to institutionalize philanthropy and fund development within the organization. Plans, coordinates and assures implementation of strategies to develop donors and contributions to support the organization. Assures development and maintenance of appropriate systems to fund development including but not limited to volunteer and donor management, research and cultivation, gift processing and recognition. Maintains accountability and compliance standards for donors and funding sources.

**Special Assistant & Chief of Staff to the Board of Commissioners** - Prepares correspondence for the Chief Executive Officer and Board of Commissioners. Acts as recording Secretary at Board meetings as well as selected hearings. Prepares minutes for regular and closed session meetings of the Board. Index and maintain index file of Board minutes. Prepares preliminary, revised and final agenda for Board meetings; prepare agenda, agenda substantiation, and backup materials for Board packets. Organize all aspects of regular and special board elections, including ordering of election materials.

**Director of the Parent University** - Provide an educational platform to build strong parent-teaching communities that will increase student achievement. Collaborate with internal departments to ensure families are provided with the access, opportunities and tools they will need to support literacy at home as well as resources to advocate for their children’s education. Collaborate with adult literacy programs and higher education institutions to fulfill the commitment to the City of Baltimore’s education initiative to increase the number of residents going to college. Provide resources and collaborative opportunities for adults who wish to achieve their own personal academic and non-academic goals. Provide a program within the context of adult continuing education to support adult literacy and employment opportunities.

**Coordinator of Technology** - The Coordinator of Technology must have the ability to evaluate the use of technology in the classroom. Model and support the effective integration of technology in the classroom. Display competency with administrative and instructional applications of technology. Use multi-media equipment and applications, basic software applications and common operating systems. Demonstrate a working knowledge of hardware components and their functions. Possess the ability to implement new technologies. Design and implement computer networks suitable for educational settings.

**Director of Communications & External Affairs** - The Director of Communications will be responsible for implementing a strategic, integrated communications plan to promote the activities and mission of CEC as well as the importance of students receiving quality education at our schools. Also, sets and manages CEC’s communications calendar; including a balance between print and digital strategies for communicating CEC’s specific programs and organizational brand. Create and contributes to all institutional communications including, direct and online marketing, collateral materials, website, monthly e-newsletter and support for institutional advancement. Work with Commonwealth Education Connections, Inc. Governance Plan Appendix.
outside consultants to clarify CEC brand, including visual elements and messaging. Design and implement social media strategies to serve our constituencies and increase organizational visibility.

**Director of Student Success Center & School Advisory Council** - The Director of Student Success Center & School Advisory Council (DSSC&SAC) will work collaboratively with all members of the Executive Leadership Team, Parents and Community Groups to ensure coordinated and consistent implementation of innovative programs focused on educating parents on at home learning techniques for continued student progress, providing social service assistance to students and parents in need of services, improving student achievement through programs and supportive staff located within the student success center. Also, give direction to the School Advisory Council and Community Groups in developing our school and community partnerships.

**Director of School Safety** - The Director of School Safety will have the ability to communicate effectively with school personnel, parents, law enforcement, various community agencies and members of the community. Additionally, to provide for the security and protection of all students, staff, and property. To develop programs and provide services which will promote a safe and orderly environment for all students in school and on school buses to help ensure an educational experience of the highest quality.

**Coordinator of Recruitment** - Assist the Chief Innovation Officer and Deputy Chief Operating Officer for Talent Development & Human Resources in the recruitment process of identifying high qualified and energetic individuals to become integral members of our team. The Recruiting Coordinator is an administrative role responsible for candidate interview scheduling and facilitation (including travel arrangements), reporting, advertising and other projects in support of our fast-moving recruiting organization. The Recruiting Coordinator will support multiple team members. The Recruiting Coordinator will assist in research, development and planning of recruiting events (i.e. job fairs, meetings, etc.). In addition, the Recruiting Coordinator manages multiple, high-priority, competing tasks as well as other administrative tasks as assigned. Additionally, the Recruitment Coordinator is responsible for contacting applicants and hiring managers to coordinate and schedule interviews coordinate travel arrangements as needed. Assist in the planning of recruiting events/meetings. Perform other miscellaneous duties as required by management.

**Executive Director/Principal** - To serve as the administrator of the school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

**Vice Principal/Dean of Students** - The vice principal/dean of students serves as a member of the administrative team to develop and implement the total school program. Acts as the principal in the absence of the principal directs the discipline of student per the prescribed recommendation in the Student Code of Conduct. Also, performs other duties as assigned by the Principal and senior management.

**Director of Special Education and Supportive Services** - The Director of Special Education Services shall assume responsibility for planning, development, coordination, and management of all special education programs, services, budgets and personnel. The Director of Specialized Student Services shall ensure compliance with state, and federal regulations governing the delivery of services to students with disabilities or special needs.
**Teachers**- Give instruction and guidance to our students in pursuit of giving all students a quality and affordable education.

**Deans of Student Safety**- Assist the Director of School and Student Safety in promoting and practicing student and school safety. Deans help secure the school and are Noon Time Aides.

**Defined Roles of the Board and Chief Executive Officer**
(Brief Synopsis)

<table>
<thead>
<tr>
<th><strong>Board Responsibilities</strong></th>
<th><strong>Chief Executive Officer’s Responsibilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>· Form strategic planning committee.</td>
<td>· Participate in strategic planning process.</td>
</tr>
<tr>
<td>· Define process and develop a schedule for completing the plan.</td>
<td>· Devise effective ways to involve other staff and key volunteers in strategic planning.</td>
</tr>
<tr>
<td>· Develop the school’s mission statement.</td>
<td>· Help the board define the mission statement by soliciting input from other staff.</td>
</tr>
<tr>
<td>· Provide external information that will help in considering strategic options.</td>
<td>· Collect and analyze program and service data and present results to the board.</td>
</tr>
<tr>
<td>· Make strategic decisions.</td>
<td>· Recommend strategic options.</td>
</tr>
<tr>
<td>· Approve and periodically review operational plan and budget that reflects strategic decisions.</td>
<td>· Develop the operational plan and budget for board consideration. Implement the operational plan.</td>
</tr>
</tbody>
</table>
Commonwealth Education Connections, Inc.

Board of Commissioners Development Plan/Training, Member Selection Criteria & Process and Board Calendar
Development Plan

Stage 1: The Founding Board
CEC's boards will be small and homogenous, comprised of individuals committed to the school's mission. The founding board will oversee the development of the school's charter, application and accountability plan. The Founding board and Founding Chief Executive Officer are willing to do whatever it takes to get the school up and running and develop a strong sense of ownership in the school's success.

Stage 2: The Governing Board
CEC's governing board accept the responsibility of overseeing the fulfillment of the charter school's accountability plan and for ensuring the school has the resources it needs to operate successfully. The governing board will delineate more of the responsibility of the school's operations to the Chief Executive Officer, and work more through committees and the school advisory council than the board acting as a whole, and outreach to other groups, including parents, for more diverse points of view and input.

Stage 3: The Sustaining Board
As the charter school grows, fundraising becomes a major role for the board as they secure the funds needed for the school to continue operations. The board works to attract new members with the capacity or access to key funders and donors, sometimes adding them as patrons or advisory committees, rather than board members. The Sustaining Board will also take on a certain prestige as the school develops a reputation of success and stability. Due to its expanded size, the sustaining board will delegate responsibility for governance to a smaller executive committee that meets regularly to review the school's organizational activities, well-being and financial stability. The executive committee makes recommendations between board meetings and reports its findings to the board for approval.
# Training Plan

## Agenda Board Training Session

<table>
<thead>
<tr>
<th>Topic</th>
<th>Conducted By</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Chair of Board</td>
<td>Welcome participants.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Review of agenda*</td>
<td>Chair of Board</td>
<td>Review topics for discussion</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Introduction of participants</td>
<td>All</td>
<td>Each person introduces themselves</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Organization overview*</td>
<td>Chief Executive Officer</td>
<td>Review mission, history, programs and introduces key staff</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Orientation to board manual*</td>
<td>VKG &amp; Associates</td>
<td>Describe contents and use of board manual</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Rules and responsible of governing board*</td>
<td>VKG &amp; Associates</td>
<td>Review overview of roles, role of school leader and comparison of roles of board and staff</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Overview of board structure</td>
<td>VKG &amp; Associates</td>
<td>Review listing of current officers, committees and committee chairs</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Overview of board operations*</td>
<td>VKG &amp; Associates</td>
<td>Review key points from bylaws and board policies, board operations calendar, sample committee work plans and sample meeting agenda and minutes</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Review of strategic plan*</td>
<td>VKG &amp; Associates</td>
<td>Review format of plan, highlights from the plan and key points about status of implementation of the plan</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Administrative</td>
<td>VKG &amp; Associates</td>
<td>Set the schedule for</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

Commonwealth Education Connections, Inc. Board of Commissioners Development Plan/Training, Member Selection Criteria & Process and Board Calendar
This Board training will last 3 hours and 5 minutes and if deemed necessary the Board will schedule additional training sessions along with regular Board development activities.

* Provide time for an open discussion and to address questions from participants.

## Initial and Ongoing Orientation Outline

### 9:00 am – 10:00 am
- Welcome by CEC’s Chief Executive Officer and Board Chairperson
- Overview of school history, charter contract and future challenges
- Board responsibilities, committee structure and board meetings
- Discussion: How new board members’ skills/connections can be used to serve the school

### 10:00 am – Noon
- Class observation by new board members

### Noon – 1:00 pm
- Lunch

### 1:05 pm – 2:05 pm
- Meeting with school faculty/staff
Member Selection Criteria & Process

Step 1. Establishment of a board development committee
Board recruitment is an ongoing activity that requires an active committee to guide the process. The board will establish a committee to oversee board recruitment and nominations, mandated by its bylaws. CEC will call this the “board development committee”.

Step 2. Prepare for active board member recruitment
An effective board recruitment process begins with a review of the charter school’s bylaws, contract, strategic plan and job description.

- Charter school bylaws
  Identifies who is eligible to serve on the board and explains requirements to include parents, community members and others.

- Charter school contract
  Explains the terms for governance and the specific roles and responsibilities of the charter school board.

- Strategic plan
  Recruit a diverse board to strengthen its relationship with key segments of the outside community.

- Job descriptions
  Clearly detail the responsibilities and expectations of board member performance.

Step 3. Develop a profile of the current board
Develop a profile of the current board using a matrix based on key criteria including age, race, ethnicity, specific skills, community contacts, parent of children enrolled in the school, etc. The board development committee then creates a set of priorities to guide recruitment efforts for review and approval by the school board.

Step 4. Determine strategies to build board diversity
Before selecting prospective board members to contact, we’ll develop an effective plan for achieving and maintaining board diversity, incorporating the following criteria:

- Diversity factors (race, ethnicity, age, sex, occupation, etc.).
- Root causes of barriers to achieving diversity and strategies to overcome them.
- Strategies to recruit from key constituencies.
- Cultural diversity training and activities.
- Avoiding “tokenism” where one person represents the entire community.
- Measurable diversity targets and accountability for achieving them.
- Monitoring progress.
Step 5. Develop an initial list of prospective board members

CEC will prepare and rank the list of candidates who best fit the established recruiting priorities. It is important for us to "cast a wide net" and consider a number of potential board recruits greater than the number of projected vacancies. Candidates may be identified by board members, staff, and parents or through www.boardincusa.org.

Step 6. Contact the top prospects

The initial contact is to send printed materials to the prospect, including a personalized letter, job description, material about the charter school and a response form. This mailing is followed by personal calls from the board development committee Chair to answer questions and determine the prospect's level of interest in the board.

Prospective board members also can be asked to visit the school to observe it in action, talk with the Chief Executive Officer, Principal and other staff, and attend a board meeting to see how it conducts business.

Step 7. Schedule and conduct orientation with interested board candidates

The board chair and school leader will attend orientation sessions to show prospects the importance of the position they are being asked to consider. A sample orientation session will include:

- Overview of the mission, vision and educational goals of the charter school.
- Overview of the roles and responsibilities of the board.
- Detailed job description and expectations of the individual board member (committee work, meeting attendance, community outreach, fundraising, etc.).
- Opportunity for board prospects to ask questions.
- Declarations of willingness to serve by the board prospects.
- Other information required to continue in the board recruitment process.

Step 8. Evaluation

The board development committee reviews all the candidates who participated in the orientation. In evaluating the prospects, the committee will check the recruiting priorities set earlier in the process and ask the following questions:

- Is the prospect committed to the mission and educational philosophy of the charter school?
- Can the prospect contribute the time necessary to be an effective board member?
- Does the prospect possess some of the key skills, knowledge and other assets that match the board's recruiting priorities?
- Can the prospect place the charter school's purposes and interests above their own professional and personal interests when making decisions as a board member?

Step 9. Selection/Appointment of New Board Members

The final selection/appointment of Board members will be adhered to by provisions set forth in the bylaws. The board development committee will develop ballots and other election materials as required to confirm all members.
The bylaws also give the selection authority of Board members and vacancies on the board to the Chief Executive Officer to nominate or appoint members in certain cases. CEC's board development committee can prepare a slate of candidates who match the recruiting priorities set at the beginning of the process. However, the board has the option to ask the board development committee to submit the names of all individuals identified in the recruitment process and then select a number of candidates to fill the vacant positions in synchronization with the Chief Executive Officer.
Board of Commissioners Calendar

2018-2019

School Year

August 24, 2018 Pre-School Opening Meet & Greet

September 12, 2018

November 14, 2018

January 16, 2019

March 13, 2019

May 15, 2019

June 26, 2019

(Board of Commissioners Summer Recess)

June 27 - July 29, 2019

(Board Retreat)

July 22-25, 2019
Commonwealth Education Connections, Inc.

Budget Worksheet
# Appendix V

## CEC Cyber Charter School

### Pre-Operational Start-Up Grant

<table>
<thead>
<tr>
<th>Fund Type</th>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start-Up Grant</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundraising</td>
<td>$15,000.00</td>
<td>In-Kind Contributions</td>
</tr>
<tr>
<td>Contributions</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Local Foundation and Grant Support</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Other Financing Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lines of Credit</td>
<td>$1,000,000.00</td>
<td>PNC Bank</td>
</tr>
<tr>
<td>Loans</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$1,015,000.00</td>
<td></td>
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</table>

### Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Fees</td>
<td>$6,800.00</td>
<td>Flat Fee In-Kind Contribution</td>
</tr>
<tr>
<td>Accounting and Consultation Fees</td>
<td>$2,900.00</td>
<td>Flat Fee</td>
</tr>
<tr>
<td>Fundraising Fees</td>
<td>$1,500.00</td>
<td>Flat Fee</td>
</tr>
<tr>
<td>Marketing (including postage, printing)</td>
<td>$5,900.00</td>
<td>Flat Fee</td>
</tr>
<tr>
<td>Recruitment-Students</td>
<td>$1,200.00</td>
<td>Flat Fee</td>
</tr>
<tr>
<td>Recruitment-Staff</td>
<td>$3,500.00</td>
<td>Flat Fee</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>$15,000.00</td>
<td>Flat Fee</td>
</tr>
<tr>
<td>Staff/Board Development</td>
<td>$2,500.00</td>
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<tr>
<td>Staff Stipends</td>
<td>$5,000.00</td>
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<tr>
<td>Equipment and Supplies</td>
<td>$4,200.00</td>
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<tr>
<td>Information Technology</td>
<td>$8,000.00</td>
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<tr>
<td>Rent</td>
<td>$0.00</td>
<td></td>
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<tr>
<td>Capital</td>
<td>$0.00</td>
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<tr>
<td>Utilities</td>
<td>$0.00</td>
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<tr>
<td>Telephone/Fax</td>
<td>$5,000.00</td>
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<tr>
<td>Travel</td>
<td>$3,750.68</td>
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</tr>
<tr>
<td>Other (specify)</td>
<td>$0.00</td>
<td>Non-Profit Paperwork</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>$88,250.68</td>
<td></td>
</tr>
</tbody>
</table>
# CEC Cyber Charter School Budget

## Projected Revenues

<table>
<thead>
<tr>
<th>Major Assumptions</th>
<th>Year One Fiscal Year</th>
<th>Year Two Fiscal Year</th>
<th>Year Three Fiscal Year</th>
<th>Year Four Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment</td>
<td>500</td>
<td>1000</td>
<td>1100</td>
<td>1200</td>
</tr>
<tr>
<td>Facility Size (square footage)</td>
<td>45,000</td>
<td>45,000</td>
<td>45,000</td>
<td>45,000</td>
</tr>
<tr>
<td>Average Teacher Salary</td>
<td>48,000</td>
<td>49,000</td>
<td>51,000.00</td>
<td>52,050.00</td>
</tr>
<tr>
<td>Student/Teacher Ratio</td>
<td>23.1</td>
<td>24.1</td>
<td>23.1</td>
<td>24.1</td>
</tr>
</tbody>
</table>

## Revenues

### Revenue from State Sources

- **Per Pupil Tuition Spec. Ed. $20,000 and Reg. Ed. $7,900**
  - State Grants (Local District Rev.)
    - Year One: $4,987,500.00
    - Year Two: $9,715,000.00
    - Year Three: $10,696,500.00
    - Year Four: $11,658,000.00

### Revenue from Federal Sources

- Federal Entitlements
  - Year One: $187,500.00
  - Year Two: $425,000.00
  - Year Three: $315,000.00
  - Year Four: $290,000.00
- Federal Direct Grants
  - Year One: $0.00
  - Year Two: $115,000.00
  - Year Three: $130,000.00
  - Year Four: $145,000.00
- Federal Revenue Pass through the State
  - Year One: $0.00
  - Year Two: $0.00
  - Year Three: $0.00
  - Year Four: $0.00
- Federal Revenue Pass through another agency (specify)
  - Year One: $0.00
  - Year Two: $0.00
  - Year Three: $0.00
  - Year Four: $0.00

### Revenue from Local Sources

- Private Grant Revenue
  - Year One: $260,000.00
  - Year Two: $275,000.00
  - Year Three: $300,000.00
  - Year Four: $300,000.00
- Fundraising
  - Year One: $120,000.00
  - Year Two: $125,000.00
  - Year Three: $125,000.00
  - Year Four: $125,000.00
- Investment Income
  - Year One: $0.00
  - Year Two: $0.00
  - Year Three: $30,000.00
  - Year Four: $45,000.00
- Program Fees
  - Year One: $0.00
  - Year Two: $0.00
  - Year Three: $0.00
  - Year Four: $0.00
- Facilities Rental
  - Year One: $0.00
  - Year Two: $0.00
  - Year Three: $0.00
  - Year Four: $0.00

### Other Revenue (specify)

### Total Revenues

- Year One: $5,545,000.00
- Year Two: $10,655,000.00
- Year Three: $11,586,500.00
- Year Four: $12,563,000.00
CEC Cyber Charter School  
Operating Budget

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Year One Fiscal Year</th>
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<tr>
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<td>1200</td>
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<tr>
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<td>Other</td>
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<td>$10,540,000.00</td>
<td>$11,426,500.00</td>
<td>$12,398,000.00</td>
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</table>

We do not anticipate any major changes in the revenue source expected.

A contingency plan has been made if revenues are not received or are lower than budgeted.

Although we have attempted to account for all of these unforeseen expenses by using conservative budget estimates, we intend to seek private grant funding to ensure that we have the contingency and surplus funds available to meet any additional operating expenses that arise to fulfill our academic mission. We have also been conservative in our estimate of how much private grant funding we will be able to secure. Commonwealth Education Connection, Inc. (CEC) will secure private loans and lines of credit to ensure that we can meet our financial obligations. Our Board of Commissioner’s Committee on Finance in conjunction with the CFO will develop an aggressive debt repayment plan to ensure we operate out of the red.
# CEC Cyber Charter School Operating Budget

<table>
<thead>
<tr>
<th>Year One Fiscal Year</th>
<th>Year Two Fiscal Year</th>
<th>Year Three Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
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<td>1100</td>
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</tbody>
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## School Administration

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
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<tbody>
<tr>
<td>Salaries and Wages - CEO</td>
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<td>Salaries and Wages - Supervisors</td>
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<td>$210,000.00</td>
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<tr>
<td>Fringe Benefits - Retirement Benefits</td>
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<td>$75,000.00</td>
<td>$100,000.00</td>
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<tr>
<td>Unemployment/Workers Compensation</td>
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<td>Office Supplies</td>
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<td>$35,000.00</td>
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<td>$40,000.00</td>
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## Instructional Staff

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<td>Fringe Benefits - Retirement Benefits</td>
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## Instruction:

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## Projected Expenditure

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<td>Insurance - Other (specify)</td>
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<td><strong>Operations and Maintenance</strong></td>
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<td>Custodial Services</td>
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<td><strong>Student Services</strong></td>
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<td>Health</td>
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<td><strong>Subtotal - Student Services</strong></td>
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<td><strong>$30,000.00</strong></td>
<td><strong>$32,000.00</strong></td>
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</table>
### CEC Cyber Charter School Operating Budget Projected Expenditure

<table>
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<tr>
<th>Expenditures, continued</th>
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<th>Year Two</th>
<th>Year Three</th>
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</thead>
<tbody>
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<td>Fiscal Year 500</td>
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<td>Fiscal Year 1100</td>
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<td>Advertising</td>
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<td>Dues and Subscriptions</td>
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<td>Support Staff</td>
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<td>Workshops and Conferences</td>
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</tbody>
</table>

Below is an explanation of how the projected per-pupil expenditures are aligned with the school's mission statement.

Commonwealth Education Connection, Inc.'s (CEC) mission is to ensure Pennsylvania's students acquire the knowledge, skills, and education qualities that are necessary to succeed on the path to achieving a high education that transition into college while accomplishing their full goals. Our budget reflects, to the dollar, the expenditures necessary to educate our students, recruit and retain excellent teachers, and executive staff to execute this mission.
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<th>Amount</th>
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...
## CEC Cyber Charter School. Operating Budget

### CEC Cyber Charter School

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<th>Aug</th>
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### Revenues

**Revenue From State Source**
- Per Pupil Tuition: $79000x45 = $20,000x85 Students: $4,987,500
- State Grants: $0

**Revenue From Federal Sources**
- Federal Direct Grants (Title I) (500): $187,500

**Revenue From Local Sources**
- Private Grant Revenue: $250,000
- Fundraising: $120,000
- Investment Income: $0

**Other Revenue (specify)**

### Total Revenues

**Please Note***

All specified revenue sources were not calculated in this budget with the exception of the Per Pupil Tuition and the
## CEC Cyber Charter School Operating Budget

### CEC Cyber Charter School

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<td>Oct</td>
<td>Nov</td>
<td>Dec</td>
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## CEC Cyber Charter School Operating Budget

### CEC Cyber Charter School

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### Operations and Maintenance

| Contact Labor - Non-Instructional      | 0      | $0    | $0    | $0    | $0    | $0    | $0    |
| Custodial Services                     | 35,000 | $2,917| $2,917| $2,917| $2,917| $2,917| $2,917|
| Maintenance - Vehicle                  | 0      | $0    | $0    | $0    | $0    | $0    | $0    |
| Maintenance - Facility                 | 25,000 | $2,083| $2,083| $2,083| $2,083| $2,083| $2,083|
| Maintenance - Office Equipment/Grounds  | 12,000 | $1,000| $1,000| $1,000| $1,000| $1,000| $1,000|
| Supplies/Materials - Maintenance       | 3,000  | $250  | $250  | $250  | $250  | $250  | $250  |
| **Subtotal - Operations and Maintenance** | 75,000 | $6,250| $6,250| $6,250| $6,250| $6,250| $6,250|
## CEC Cyber Charter School. Operating Budget

### Physical Plant

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<th>Sept</th>
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### Budget Appendix (3 of 3)

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Commonwealth Education Connections, Inc.

Board of Commissioners Development Plan/Training, Member Selection Criteria & Process and Board Calendar
Development Plan

Stage 1: The Founding Board
CEC's boards will be small and homogenous, comprised of individuals committed to the school's mission. The founding board will oversee the development of the school's charter, application and accountability plan. The Founding board and Founding Chief Executive Officer are willing to do whatever it takes the get the school up and running and develop a strong sense of ownership in the school's success.

Stage 2: The Governing Board
CEC's governing board accept the responsibility of overseeing the fulfillment of the charter school's accountability plan and for ensuring the school has the resources it needs to operate successfully. The governing board will delineate more of the responsibility of the schools operations to the Chief Executive Officer, and work more through committees and the school advisory council than the board acting as a whole, and outreach to other groups, including parents, for more diverse points of view and input.

Stage 3: The Sustaining Board
As the charter school grows, fundraising becomes a major role for the board as they secure the funds needed for the school to continue operations. The board works to attract new members with the capacity or access to key funders and donors, sometimes adding them as patrons or advisory committees, rather than board members. The Sustaining Board will also take on a certain prestige as the school develops a reputation of success and stability. Due to its expanded size, the sustaining board will delegate responsibility for governance to a smaller executive committee that meets regularly to review the school's organizational activities, well-being and financial stability. The executive committee makes recommendations between board meetings and reports its findings to the board for approval.
# Training Plan

## Agenda Board Training Session

<table>
<thead>
<tr>
<th>Topic</th>
<th>Conducted By</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Chair of Board</td>
<td>Welcome participants.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Review of agenda*</td>
<td>Chair of Board</td>
<td>Review topics for discussion</td>
<td>10 minutes</td>
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<tr>
<td>Introduction of participants</td>
<td>All</td>
<td>Each person introduces themselves</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Organization overview*</td>
<td>Chief Executive Officer</td>
<td>Review mission, history, programs and introduces key staff</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Orientation to board manual*</td>
<td>VKG &amp; Associates</td>
<td>Describe contents and use of board manual</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Rules and responsible of governing board*</td>
<td>VKG &amp; Associates</td>
<td>Review overview of roles, role of school leader and comparison of roles of board and staff</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Overview of board structure</td>
<td>VKG &amp; Associates</td>
<td>Review listing of current officers, committees and committee chairs</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Overview of board operations*</td>
<td>VKG &amp; Associates</td>
<td>Review key points from bylaws and board policies, board operations calendar, sample committee work plans and sample meeting agenda and minutes</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Review of strategic plan*</td>
<td>VKG &amp; Associates</td>
<td>Review format of plan, highlights from the plan and key points about status of implementation of the plan</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Administrative</td>
<td>VKG &amp; Associates</td>
<td>Set the schedule for</td>
<td>15 minutes</td>
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</tbody>
</table>

Commonwealth Education Connections, Inc. Board of Commissioners Development Plan/Training, Member Selection Criteria & Process and Board Calendar
This Board training will last 3 hours and 5 minutes and if deemed necessary the Board will schedule additional training sessions along with regular Board development activities.

* Provide time for an open discussion and to address questions from participants.

### Initial and Ongoing Orientation Outline

- **9:00 am – 10:00 am**
  - Welcome by CEC’s Chief Executive Officer and Board Chairperson
  - Overview of school history, charter contract and future challenges
  - Board responsibilities, committee structure and board meetings
  - Discussion: How new board members’ skills/connections can be used to serve the school

- **10:00 am – Noon**
  - Class observation by new board members

- **Noon – 1:00 pm**
  - Lunch

- **1:05 pm – 2:05 pm**
  - Meeting with school faculty/staff
Member Selection Criteria & Process

Step 1. Establishment of a board development committee
Board recruitment is an ongoing activity that requires an active committee to guide the process. The board will establish a committee to oversee board recruitment and nominations, mandated by its bylaws. CEC will call this the “board development committee”.

Step 2. Prepare for active board member recruitment
An effective board recruitment process begins with a review of the charter school’s bylaws, contract, strategic plan and job description.

· Charter school bylaws
  Identifies who is eligible to serve on the board and explains requirements to include parents, community members and others.

· Charter school contract
  Explains the terms for governance and the specific roles and responsibilities of the charter school board.

· Strategic plan
  Recruit a diverse board to strengthen its relationship with key segments of the outside community.

· Job descriptions
  Clearly detail the responsibilities and expectations of board member performance.

Step 3. Develop a profile of the current board
Develop a profile of the current board using a matrix based on key criteria including age, race, ethnicity, specific skills, community contacts, parent of children enrolled in the school, etc. The board development committee then creates a set of priorities to guide recruitment efforts for review and approval by the school board.

Step 4. Determine strategies to build board diversity
Before selecting prospective board members to contact, we’ll develop an effective plan for achieving and maintaining board diversity, incorporating the following criteria:

· Diversity factors (race, ethnicity, age, sex, occupation, etc.).
· Root causes of barriers to achieving diversity and strategies to overcome them.
· Strategies to recruit from key constituencies.
· Cultural diversity training and activities.
· Avoiding “tokenism” where one person represents the entire community.
· Measurable diversity targets and accountability for achieving them.
· Monitoring progress.
Step 5. Develop an initial list of prospective board members

CEC will prepare and rank the list of candidates who best fit the established recruiting priorities. It is important for us to "cast a wide net" and consider a number of potential board recruits greater than the number of projected vacancies. Candidates may be identified by board members, staff, and parents or through www.boardnetusa.org.

Step 6. Contact the top prospects

The initial contact is to send printed materials to the prospect, including a personalized letter, job description, material about the charter school and a response form. This mailing is followed by personal calls from the board development committee Chair to answer questions and determine the prospect's level of interest in the board.

Prospective board members also can be asked to visit the school to observe it in action, talk with the Chief Executive Officer, Principal and other staff, and attend a board meeting to see how it conducts business.

Step 7. Schedule and conduct orientation with interested board candidates

The board chair and school leader will attend orientation sessions to show prospects the importance of the position they are being asked to consider. A sample orientation session will include:

- Overview of the mission, vision and educational goals of the charter school.
- Overview of the roles and responsibilities of the board.
- Detailed job description and expectations of the individual board member (committee work, meeting attendance, community outreach, fundraising, etc.).
- Opportunity for board prospects to ask questions.
- Declarations of willingness to serve by the board prospects.
- Other information required to continue in the board recruitment process.


The board development committee reviews all the candidates who participated in the orientation. In evaluating the prospects, the committee will check the recruiting priorities set earlier in the process and ask the following questions:

- Is the prospect committed to the mission and educational philosophy of the charter school?
- Can the prospect contribute the time necessary to be an effective board member?
- Does the prospect possess some of the key skills, knowledge and other assets that match the board's recruiting priorities?
- Can the prospect place the charter school's purposes and interests above their own professional and personal interests when making decisions as a board member?

Step 9. Selection/Appointment of New Board Members.

The final selection/appointment of Board members will be adhered to by provisions set forth in the bylaws. The board development committee will develop ballots and other election materials as required to confirm all members.
The bylaws also give the selection authority of Board members and vacancies on the board to the Chief Executive Officer to nominate or appoint members in certain cases. CEC's board development committee can prepare a slate of candidates who match the recruiting priorities set at the beginning of the process. However, the board has the option to ask the board development committee to submit the names of all individuals identified in the recruitment process and then select a number of candidates to fill the vacant positions in synchronization with the Chief Executive Officer.
Board of Commissioners Calendar
2018-2019
School Year

August 24, 2018 Pre- School Opening Meet & Greet

September 12, 2018
November 14, 2018
January 16, 2019
March 13, 2019
May 15, 2019
June 26, 2019

(Board of Commissioners Summer Recess)
June 27- July 29, 2019

(Board Retreat)
July 22-25, 2019
Commonwealth Education Connections, Inc.
Procurement & Purchasing Policy
CEC Procurement Policy:

Commonwealth Education Connections, Inc., (CEC) charter school will follow accounting policies and procedures that comply with generally accepted accounting principles (GAAP). Any procurement of goods and services shall be made by the compliance coordinator/authorized agent or finance department, in the best interest of the school, upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to, price, quality, availability, timelines, reputation and prior dealings.

CEC charter school shall not purchase any goods or services from any member of the governing board, an immediate family member of any member of the governing board nor from any entity in which any member of the governing board or an immediate family member of a governing board member may benefit from such a procurement, unless authorized by the governing board after a full disclosure of the potential benefits, and after the consideration set forth in paragraph 1 above.

CEC charter school understands that the policy cited above applies to purchases made using non-federal funds. As a condition of the receipt of certain federal funds, federal procurement requirements still apply.

CEC Purchasing Policy:

PURCHASING AND EXPENDITURES

A. The Chief Financial Officer (CFO) shall be responsible for the handling and expending of all school funds. Accurate records of all transactions shall be kept and reports on expenditures shall be given to the Board of Directors on a quarterly basis.

B. Every purchase shall be recorded on a requisition form. All requisition forms must be approved by the CEO or designee prior to being ordered. In the sole discretion of the Principal, emergency purchases may be made with verbal permission, but must be followed up with the appropriate requisition form.

C. Checks will be issued for invoices. Invoices must be attached to a purchase requisition form and are approved by the CEO, CFO or designee.

D. A copy of every purchase requisition shall be maintained on file and shall be matched to the order when items are received. All packing slips shall be verified against purchase orders when items arrive.

E. Contracts

(1) Consultant Agreements

The CEO is authorized to enter into agreements with consultants to provide training and advisory services, so long as such amount is in accordance with the school's annual budget. The form of said agreement shall be approved by the Board of Directors and shall provide
for payment of the consultant at a maximum of $700 per day. Travel and expenses for consultants shall be paid in accordance with the Travel and Transportation Fees Policy. No payment shall be made to the consultant until all services and supportive documentations have been completed.

(2) Other Agreements

All other agreements for services shall be approved by the Board of Directors.

F. The CEO or designee shall conduct an annual inventory of all property owned or leased by each school.

G. Expenditures from school funds shall be approved by the CEO and CFO and based upon the annual budget. The Board of Directors shall be notified of expenditures not included on the annual budget or that have exceeded the amount budgeted. All expenditures shall be paid for by check, except those approved by the Principal to be paid from a petty cash fund.
Commonwealth Education Connections, Inc.
Purchasing Policy
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Commonwealth Education Connections, Inc.
Rental Agreement
Letter of Intent to Lease Purchase Real Estate

This purpose of this letter is to set forth some of the basic terms and conditions of the proposed purchase by the undersigned (the "Buyer") of certain real estate owned by you (the "Seller"). The terms set forth in this Letter will not become binding until a more detailed "Lease Purchase Agreement" is negotiated and signed by the parties, as contemplated below by the sections of this Letter entitled "Non-Binding."

1. **PROPERTY ADDRESS.** The property proposed to be sold is located at:
   6649 Tulip Street, Philadelphia, PA 19135

   Included are all permanent fixtures and all property that integrally belongs to or is part of the Real Estate, whether attached or detached.

2. **PRICE.** The proposed price is $1,550,000.00. The following are the terms of this proposed Agreement: 1) The Seller will "Waive" 2% of the purchase price will be provided as a non-refundable option payment to the Seller; 2) The Seller will "Waive" 25% of this option payment will go to the listing agent solely, buyer's agent will be paid when the property is sold upon exercising of the option; 3) the Buyer will have a five year option to purchase the building with two one year extensions; 4) 100% of the monthly rental payments will be credited to the purchase price.

3. **POSSESSION.** Possession would be given within 60 days of contract ratification or sooner by mutual agreement.

4. **INSPECTION.** After the final acceptance of a binding Lease Purchase Agreement, Buyer may have the property inspected by a person of Buyer's choice to determine if there are any structural, mechanical, plumbing, electrical or structural deficiencies, pest damage or infestation, any unsafe conditions or other damage, including the presence of any lead-based paint hazards, and inspections for other conditions that are customary to the locality and/or that are required by law.

5. **FINANCING.** This Seller will accept all forms of financing from the Buyer.

6. **CLOSING COSTS.** Seller agree us a percentage of monthly rent to towards closing costs equally

7. **STANDARD PROVISIONS.** The Purchase Agreement will include the standard provisions that are customary to the locality and/or that are required by law.

8. **ADDITIONAL PROVISIONS.** This Lease Purchase Agreement will include the standard provisions that are customary to the locality that are required by law.
9. **STAND STILL PROVISION.** Seller shall not initiate or carry on negotiations for the sale of the property other than Buyer unless both (1) Buyer and Seller fail to enter into a binding Lease Purchase Agreement by 72 HOURS from the time of acceptance of this agreement, or (2) Buyer and Seller agree in writing to abandon this Letter of Intent.

10. **NON-BINDING.** This Letter of Intent, does not, and is not intended to, contractually binds the parties, and is only an expression of the basic conditions to be incorporated into a binding Lease Purchase Agreement. This Letter does not require either party to negotiate in good faith or to proceed to the completion of a binding Lease Purchase Agreement. The parties shall not be contractually bound unless and until they enter into a formal, written Lease Purchase Agreement, which must be in form and content satisfactory to each party and to each party’s legal counsel, in their sole discretion. Neither party may rely on this Letter as creating any legal obligations of any kind. Notwithstanding the provisions of this paragraph to the contrary, Seller and Buyer agree that the above paragraph entitled “Stand Still” shall be binding, regardless of whether a binding Lease Purchase Agreement is entered into by the parties.

If you would like to discuss a Lease Purchase Agreement with the undersigned on these general terms, please sign and return a copy of this Letter of Intent to the undersigned at your earliest convenience.

The above Letter reflects our mutual understanding and sets for the basis for proceedings to negotiate a Lease Purchase Agreement as outlined above.

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<tr>
<th>Seller Signature</th>
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<tr>
<td>Buyer Signature</td>
<td>Date</td>
<td>Buyer Printed Name</td>
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<tr>
<td>Listing Broker Signature</td>
<td>Date</td>
<td>Buyer Broker Signature</td>
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Commonwealth Education Connections, Inc. Enrollment, Waiting List and Lottery Process
CEC's Enrollment Policy. As a charter school, CEC is a public school that is open to all students on a space available basis. When recruiting or admitting students, CEC does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. Moreover, CEC will not set enrollment requirements that are intended to discriminate or that have the effect of discriminating based upon any of these characteristics.

Expansion Plans. CEC has no plan to expand beyond the anticipated enrollment numbers cited in the application.

Admissions Criteria

Eligibility. CEC requires:

1. Candidates for admission to apply for the grade immediately following their current grade and to successfully complete their current grade to be admitted.
2. Candidates to be residents of the school district at the time that they submit an application.

Priority. In accordance with applicable State Law enrollment in CEC will be conducted in the following order of preference:

1. In year 1: any student actually enrolled in the school the date that the final charter application is filed with the LEA.
   This requirement does not apply in subsequent years.
2. In year 1: siblings of students actually enrolled in the current school on the date that the final charter application is filed with the LEA.
   In all subsequent years: siblings of students actually enrolled in CEC at the time of application to the school.
3. Other students enrolled in the public schools of the district, including charter schools; and then
4. Other resident students (e.g., students enrolled in private schools.)

CEC will not:

1. Give preferences to children of Board members or members of the School Advisory Council.
2. Give preference to siblings of students accepted to the school but not yet enrolled;
3. Take any actions or make any statements that discourage parents/guardians of students with disabilities, students with limited English proficiency or any other protected group of students from submitting an application. Administer tests to potential applicants or predicate enrollment on results from any test of ability or achievement;
4. Require obligatory attendance at informational meetings or interviews prior to enrollment;
5. Mandate an application fee for admission.
6. Use financial incentives to recruit students.

Application. While CEC is a free-tuition, public, charter school, all eligible families must apply by submitting an information-based application to enroll. We have developed an easy and quick information-based application, which will be available to families on our website and will clearly indicate that our charter is pending approval.

To ensure that all families have a just chance to apply, CEC will assist families throughout the application process. Assistance may include, but is not limited to, providing a straightforward application translated into multiple languages, answering applicants’ questions via information sessions for interested families, and requesting additional information when incomplete or illegible applications are submitted prior to the application deadline.

While CEC seeks to serve a broad spectrum of underserved families, in the following cases, CEC procures the right to mark applications void, effective immediately wherein an applicant:

1. Fails to meet eligibility criteria;
2. Intentionally provides false, inaccurate, or misrepresented information; and/or
3. Submits to CEC, or CEC receives, his/her application after the application deadline.

Tracking Applications. To ensure accurate and effective student application records, CEC will develop its own system (e.g., an Excel spreadsheet) or purchase an Application Received Tracking System (e.g., Breuer or Power Schools). This system will include student records regarding real-time status of their application (e.g. accepted, applied, waitlisted, enrolled, withdrew or loss of seat.)

Community Outreach. CEC has developed a comprehensive recruitment plan, outlined throughout the proposal and various attachments. To serve the purpose of providing information about the school to potential applicants and their families throughout the year. As a part of this plan, CEC will host information sessions for interested applicants and their families. Prior to enrollment, CEC strongly advises parents/guardians and students to attend one information session. For the current academic year, CEC will hold multiple information sessions, starting as early as March of this year, up through the last application deadline. Sessions will be approximately 2 hours in length and will discuss the program and culture of CEC. CEC will strive to make accommodations for all families, for example, by offering sessions at various times of the day and by providing both written and oral translations for families. A Q&A session will be included.

Application and Enrollment Process.

CEC will, in accordance with State Department of Education (SDE) LEA laws and regulations, give reasonable public notice, of at least one month, of all application deadlines. For tentative application deadline dates and times for the current academic year, please see Public Lottery Process chart below. Interested families will have the option to submit completed applications: (1) by mail; (2) in-person, dropped off at CEC’s Office (3) by fax; or (4) online via CEC’s website.

Public Lottery. CEC’s proposed enrollment policy includes plans for a public lottery that is open, fair, and in accordance with the charter school statute and regulations. Annually, CEC will define the number of seats available for a given year by grade level. If the number of eligible applicants exceeds the number of available seats for a given year, CEC will hold a public lottery shortly after its first application deadline. At least one week notice will be given prior to each lottery.

Prior to a lottery, names of eligible applicants will be separated into lotteries, by grade. Within each grade-level lottery, applicants will be separated into three groups, by type:

- **Siblings**: Siblings of student actually enrolled;
- **Others (district)**: Other students enrolled in the public schools of the district;
- **Others (resident)**: Other resident students.

On the day of the lottery, the number of available seats, by grade, will be announced. Student names will be drawn by an outside third party unaffiliated with CEC. All names will be drawn and assigned a number. To adhere to the required prioritization, for each grade-level lottery, names will be drawn from each group in the following order: Siblings, Others (district), Others (resident).

All eligible applicant names drawn after all available seats are filled will be placed on an active waiting list that preserves the order in which names were drawn. CEC will maintain an active waiting list for each grade until the anticipated academic year is underway.

Immediately following the lottery, each eligible applicant will be assigned a status:

- **Accepted**: Student’s name has been drawn and accepted to attend CEC via a public lottery.
- **Waitlisted**: Student who was not initially admitted via a public lottery.

Whether or not the family is present at the lottery, the accepted or waitlisted student and his/her family will be sent a written letter within 72 hours, notifying them of their admissions status.

Public Lottery Process and Notification. Annually, CEC may choose to hold more than one lottery so that it is available to all families. Even when all available seats are filled, additional lotteries will serve to build the
waiting list. In addition to allowing students the chance of enrollment if a student withdraws or fails to return confirmation, long waiting lists prove the need for the school and may help in replication applications, if desired.

The following is a tentative list of application deadlines and public lottery dates (all public lotteries will start promptly at 6:00pm). At least one week notice will be given. Application deadlines will be on a rolling-basis. In other words, if CEC receives an application two days after an application deadline, the application will be included in the subsequent public lottery.

<table>
<thead>
<tr>
<th>Application Deadline</th>
<th>Lottery Drawn</th>
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<tbody>
<tr>
<td>(Every other Thursday, applications due at the school by 4:00pm)</td>
<td>(Every other Wednesday at 6:00pm)</td>
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<tr>
<td>1 FEB. 1, 2018</td>
<td>FEB. 7, 2018</td>
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<tr>
<td>2 MAR. 1, 2018</td>
<td>MAR. 7, 2018</td>
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<tr>
<td>3 MAR. 15, 2018</td>
<td>MAR. 21, 2018</td>
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<tr>
<td>4 MAR. 29, 2018</td>
<td>MAR. 28, 2018</td>
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<tr>
<td>5 APR. 12, 2018</td>
<td>APR. 18, 2018</td>
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<tr>
<td>6 APR. 26, 2018</td>
<td>APR. 18, 2018</td>
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<tr>
<td>7 MAY 10, 2018</td>
<td>MAY 16, 2018</td>
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<td>8 MAY 24, 2018</td>
<td>MAY 30, 2018</td>
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<tr>
<td>9 JUN. 7, 2018</td>
<td>JUN. 13, 2018</td>
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<tr>
<td>10 JUN. 21, 2018</td>
<td>JUN. 27, 2018</td>
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<tr>
<td>11 JULY 5, 2018</td>
<td>JULY 11, 2018</td>
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<tr>
<td>12 JULY 19, 2018</td>
<td>JULY 25, 2018</td>
</tr>
</tbody>
</table>

*Dates depending on charter approval.

Accepted and Waitlisted Students. All accepted students/families must confirm in writing their intent to enroll. To confirm enrollment or waitlist status, families must return the respective forms (1) by mail; (2) in-person; or (3) by fax. CEC will not accept verbal confirmation or confirmation via e-mail.

1. Within 10 days after notification of status is sent to families, the following materials must be submitted to CEC:
   - Accepted students: Intent to Enroll Form
   - Waitlisted students: Waitlist Confirmation Form if student intends to enroll if accepted at a later date.

Families of students who are not currently enrolled in a LEA will be notified of LEA’s proof of residency requirements and registration process (described below). All enrolled students must be registered with the school district prior to being officially assigned to CEC by the school district.

2. All confirmed accepted students will then have 30 calendar days to return CEC’s complete Enrollment Packet or the student may forfeit his/her seat. After this deadline, CEC will update each applicant’s status, as necessary.
   - Enrolled. An accepted student (whether initially accepted or moved off the waitlist) who has confirmed acceptance and confirmed intention to enroll in and attend CEC.
   - Loss of Seat. An accepted student who has not: (1) confirmed intention to enroll by the deadline; or (2) provided the school with the necessary information by a given deadline (e.g. proof of residency or enrollment packet). This also applies to a waitlisted student who has not: (1) confirmed intention to remain on the waitlist by the deadline; or (2) confirmed proof of residency or intention to enroll if accepted.
   - Withdrawn. A student (whether accepted or on the waitlist) who has decided to not enroll or does not intend to enroll in CEC.

Any changes in status will be communicated to applicants and their families in writing.

Commonwealth Education Connections, Inc. Enrollment, Waiting List and Lottery Process Appendix
Waiting List Policy. Waitlisted students must confirm that they will remain on the waiting list and intend to enroll if accepted. If applicable, waitlisted students will be notified of an offer of admission in a written letter. If a waitlisted student is not admitted for a given year, s/he must does not have to reapply the following year. In other words, waitlist numbers do roll-over.

Vacancies. Prior to the start of the academic year, CEC will fill all vacancies with the next available waitlisted student for the grade in which the vacancy occurs. In the case that there is no waitlist, CEC will publicize the open seat(s) to other district students until the seat(s) is (are) filled. CEC will continue to attempt to fill any seats that become vacant throughout the academic year.

Confirming Residency (applies only to applicants who are not currently enrolled at a District school). Prior to enrolling in CEC, the student’s parents or legal guardian must prove legal residence in the City in order to comply with CEC's and the District's Residency Policy and Enforcement. The registration process should be completed at the District HQ or Administration Building. CEC will not require proof of residency prior to public lotteries, as this may restrict a family's ability to apply. Students who fail to meet residency requirements cannot be officially assigned to CEC.
Commonwealth Education Connections, Inc.

Professional Development & Calendar

A Three Year Plan for Improving Student Achievement

2018– 2021

Keys:

PD- Professional Development

PD ESLRs - Professional Development Expected School-wide Learning Results
Professional Development Expected School-wide Learning Results

The PD ESLRs were created in order to articulate the expectations of the staff for professional development at CEC. The idea is that these PD ESLRs are to be used as guiding principles for professional development decisions.

CEC will provide differentiated professional development that will...
- meet the changing needs of students and teachers as determined by achievement data
- consistently implement, monitor, and adjust teaching practices in order to achieve student progress
- ensure a student centered instructional program
- develop an effective collaborative environment
- foster continued professional growth for all staff

Three Year Plan

Professional Development at CEC is offered every Friday day which is a half day for our students. Staff will be grouped together by whole school, departments, or small learning communities. In order to make the best use of this time, the Deputy Chief Academic Officer for Curriculum and Instruction (DCAOCI), will decide to divide the professional development plan into these three organizational structures: the whole school, departments, and small learning communities. The PD Committee will then be organized in these three groups in order to create a three year plan for each that focused on professional development that would help staff improve student achievement. In addition, there will be three focus areas that served to guide PD implementation for the 2015-2016 school year. (see Core Focus Areas, p. 16).

The PD plan will be reviewed and revised at the end of each academic year. This review process will allow the DCAOCI and PD Committee to continue to focus professional development and be responsive to the needs of the staff on a yearly basis.
**Whole School**

The whole school group will look at how to address the needs of our students in terms of professional development taking into consideration what areas would be best addressed or targeted by a whole school approach. All staff was considered as well as specifically looking at professional development for new teachers and paraprofessional staff.

**All Staff**

The whole school group decided on three focus areas for all staff: data-driven instruction, collaboration, and instructional technology training. Over the next three years, these three areas will focus the professional development provided for the whole school.

For data-driven instruction, the initial plan is to introduce the importance of a wide spectrum of data and what it means for student achievement. Both qualitative and quantitative data will be introduced. In years two and three, staff will receive professional development on how to access and collect student data and will make use of the data in evaluating and modifying instruction. As SLCs become more established, data-driven instruction will be handed to them for inclusion in their professional development.

Because CEC anticipates having and serving a number of special needs groups (students with disabilities, English learners, students at risk of failing), it is important (required) to implement effective use of collaboration. Special education teachers and paraprofessionals support general education teachers to modify instruction to serve special needs students who are in inclusion. Paraprofessionals from CEC's Bilingual and Title 1 offices support other general education teachers throughout the school. The professional development plan focuses on the effective utilization and training of general education teachers, special education teachers, and all paraprofessionals in collaborative teaching. Paired collaboration is emphasized whenever possible.

In an effort to include more instructional technology use by students and teachers, thereby addressing student ESLR #5, it has been chosen as one of the core focus areas. Beginning in year one with site licenses for such tools as Atomic Learning and United Streaming, all staff members received training in the use of sites or resources that promote differentiated learning based on competency level. In year two, staff members will receive training in the implementation of technological resources in their lesson planning. In the third year, they evaluate and revise their use of instructional technology to meet student needs.

The three focus areas for whole school professional development targets the identified needs of both students and staff members of CEC.

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Whole School

Data-Driven Instruction
Year One
Approaching Data
General School Data

Collaboration
Year One
Training Each Group Separately (sp. ed., gen. ed., etc)

Technology
Year One
Training in Available Resources (e.g. Atomic Learning)

Year Two
Moves to SLCs
Year Two
Integrated Training by Track

Year Three
Refer to SLCs
Year Three
Evaluating and Refining Collaboration

Year Three
Evaluation and Revision with Respect to Student Learning
New Teachers

The Deputy Chief Operating Officer for Talent Development & Human Resources keeps the school staffed while organizing the professional development support for new teachers on campus. Through coaching, observations, and monthly new teacher meetings, the DCAOCI supports and encourages new teachers in their development as a professional. New teachers who have their preliminary credential and need to receive a clear credential by going through the induction process are assigned to a CEC Support Provider who works with them. Support Providers also work with 1st year teachers who have not yet received a preliminary credential. In addition, new teachers are sent to conferences such as classroom management or differentiated instruction, as needed.

Conference Attendance Protocol

A protocol for conference attendance requests was created by the DCAOCI in order to…

- streamline the request process
- ensure all staff members are provided with equal opportunities to attend conferences
- encourage sharing information from conferences
- ensure that conference attendance is aligned to the Single Plan, CEC’s Critical Areas for Follow-up, district mandates, and both student and PD ESLRs (see PD Framework, p. 18)

Any staff member wanting to attend a conference that requires CEC’s must go through the PD Review Committee, which meets weekly. The committee members vary but always include the Chief Academic Officer (CAO), DCAOCI, one PD Committee co-chair, two PD Committee members, and the Principal. The request process requires the staff member to inform their department, SLC, or office, and to agree to share what they learn during meetings. Conference attendees will bring back whatever they feel will be of benefit for student achievement; they will share their experience with other practitioners through either the SLC or meeting process. In addition, time will be offered for planning the implementation of new ideas and strategies into the classroom. Each person who attends a conference has the opportunity to arrange with their administrator to receive paid time to meet with other staff members after school or off-track in order to plan how to put to use the information/strategies gained at the conference.

This process facilitates communication between conference attendees and their department, SLC, or office in order to encourage staff members to share the effectiveness of the professional development with their colleagues. (see PD Attendance Request, p. 20 & PD Request Form, p. 21) Having this conference request procedure allows for any staff member to seek professional development as needed as well as administration to provide PD opportunities for specific staff members. Providing the opportunity for professional development through conference attendance enables CEC’s staff to access differentiated PD opportunities.

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Departments

The primary structure that departments will use for professional development is the Professional Learning Community (P.L.C.) model. Through grade level teams, teachers focus on content standards, create common assessments, and use student data to refine their practice. This process allows departments to focus on developing teacher expertise in creating a guaranteed viable curriculum, common assessments, and refining practice through looking at student work – the three focus areas for department professional development. Through this discussion, whole department or teacher needs may be revealed which will enable the group or individuals to seek out specific professional development. As the P.L.C. model is used in departments over the course of the next three years, a guaranteed viable curriculum will be constructed which accounts for our mandated intended curriculums and rigorous assessments, drives discussions regarding data, content, and differentiation, and provides meaningful conversation and information to practitioners regarding student learning and achievement.

The creation of a Guaranteed Viable Curriculum is a focus area, which entails the alignment of mandated instructional guides, periodic and quarterly assessments, and pacing plans. The formation and administration of common assessments endeavors to provide teachers and teams with common tools and information upon which to collect student work. Looking at that student work is undertaken in order to inform and refine instruction and practice.

Teacher teams will be provided with ongoing support and training for the implementation of CEC’s mandated initiatives and the fostering of literacy across the curriculum, throughout the duration of the three year plan. Additionally, in year one, emphasis will be placed on the Nine Step Cycle for P.L.C. implementation. In year two, emphasis will be placed on looking at student work.

Finally, in year three, emphasis will be placed on vertical teaming and articulation of teams. The P.L.C. structure facilitates team discussion centered on student needs, which then enables the articulation of prior content knowledge and skills needed for each grade level. Teams can then inform next level counterparts as to content, instruction, and practice.
Small Learning Communities

All Small Learning Communities at CEC utilize an SLC Self-Assessment Rubric in order to guide and measure the teams' progress toward full implementation of the eight CEC Attributes for Smaller Learning Communities. For each attribute, there are benchmarks or indicators established by the Department of Academics and Programs by which each SLC can rate its progress each year of implementation. Our Department of Academics and Programs has also developed benchmarks for SLCs, which are also aligned to the self-assessment rubric.

Upon completion of the Self-Assessment Rubric, all Small Learning Communities develop a plan of action to close the gap between their current implementation status and desired full implementation status. Professional development is planned and aligned for Lead Teachers and SLC team members according to the specific resources and support deemed necessary by the self-assessment rubric and gap analysis. Although each Small Learning Community is responsible for fully implementing all attributes, the stakeholders of CEC have focused the efforts of each SLC around three critical attributes which have the greatest potential for improving the academic achievement of our students and building cohesion within the SLC team. The areas of focus for SLCs for the first 3 years of implementation are: identity, personalization, and curriculum and instruction.

In order to assist and facilitate the Small Learning Communities with implementation of their eight attributes and organizing relevant professional development, CEC will organize an SLC Oversight Committee in July of 2015. The Oversight Committee will be comprised of all CAO, DCAOC, Lead Teachers, the School Administrator, and Counselors. The intent of the Oversight Committee is to assist all SLCs with their implementation, plan and provide professional development to all Lead Teachers, develop school wide procedures and protocols to ensure fidelity to the attributes, and manage the entire SLC Federal grant in which we receive or intend to apply for. The Oversight Committee meets bi-monthly and also plans 2-3 all day strategic planning retreats, which include organizing professional development opportunities.

Professional development opportunities will be hosted during the regularly scheduled bimonthly Oversight Committee meetings and professional development weekly meetings. In addition, should the professional development session require more time, whole day workshop sessions as well as off-track institutes will be arranged. Twice per year (mid and end), each Small Learning Community will host a 90 minute workshop at the school site on a particular attribute or SLC topic for which they would like to highlight to the rest of the faculty at a Professional Development Exhibition. In this way, the expertise of teachers is shared and collegiality is institutionalized at the school site.

The following chart illustrates the expected benchmarks and indicators for each SLC Attribute. Every Small Learning Community is expected to make gains each year toward full implementation of each attribute. The asterisk/color-coded topics are those that have been determined to require specific professional development that will be planned by and provided to each Small Learning Community:

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<table>
<thead>
<tr>
<th>Attributes</th>
<th>SLC Implementation Benchmarks and Professional Development Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vision</td>
<td>Vision statement is collaboratively designed and includes partnerships with parents, employers, and post-secondary options. Students and staff can articulate the vision and how it affects graduation and post-secondary plans.</td>
</tr>
<tr>
<td>2. Identity</td>
<td>Establish a unique academic identity based on career paths that are supported by the elective courses and is understood by students, parents, and staff.</td>
</tr>
<tr>
<td>3. Curriculum, Instruction, and Assessment</td>
<td>1. All SLCs offer courses/sequences aligned with C2C graduation standards and high school admission requirements.</td>
</tr>
<tr>
<td></td>
<td>*2. Design SLC interdisciplinary thematic projects/units that are aligned to the SLC identity and appropriate content standards.</td>
</tr>
<tr>
<td></td>
<td>*3. SLCs explore and implement a variety of instructional strategies that personalize instruction and incorporate student experiences/cultures making learning more relevant and responsive.</td>
</tr>
<tr>
<td></td>
<td>*4. Teams create appropriate and timely interventions for students who are not successfully learning the standards.</td>
</tr>
<tr>
<td>4. Equity and Access</td>
<td>All SLCs will have an open and inclusive admissions policy for students including appropriate policies and procedures are developed to ensure equity and access.</td>
</tr>
</tbody>
</table>

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5. Personalization

1. Students are well known by the adults who understand their academic, personal, and social needs. Students' needs are the primary focus for SLC team meeting agendas.

2. Counselors and Education to Career Coordinators are actively involved in advisory/intervention components. Counselors and Education to Career Coordinators assist in ensuring student programs are aligned to SLC paths and are assigned to work with a specific SLC.

3. Extended Day/Tutoring: A variety of interventions and tutoring models are established; student recognition events are regularly scheduled.

4. At least 4 speaker and 7 field trip per year are scheduled for rising 7th graders and 8th grade students to expose them to various career paths along with secondary and postsecondary options.

6. Accountability, and Distributed Leadership

1. SLCs create SMART goals based on student data to improve achievement. Goals will be set for attendance, grade promotion, e.g., state-mandated assessments, MSA's, AIR, NAEP, and internal assessments.

2. SLCs will develop a "flow chart" to illustrate their distributive leadership.

3. Articulation agreements and partnerships are established between the SLC and selected high school programs, local postsecondary programs and other various institutions.

1. SLC students have the option of earning college credit while in the SLC through university partnerships.

2. Internships: 7th graders and 8th grade students will have the opportunity to work part-time for a cooperating employer. These internships for 8th graders will take place during the Spring Break and in the month of May. For rising 7th graders internships will take place over the last May and for selected students over the course of the summer.

3. There are options for students to do unpaid community service projects within the SLC and the school's Youth-Driven Service Learning Center (Y-DSLC).
7. Parent and Community Engagement

Parents are involved in the SLC selection process and are provided several opportunities to participate in SLC hosted events such as informational meetings, orientations, recognition assemblies, field trips, and parent conferences. Parents should be invited to at least 5 SLC events per year.

Additional parents can join the School Advisory Council to have a hands-on experience in helping to shape their child's or children's education.

1. SLCs involve community partners and parents in the review of student work and thematic projects.

2. Parents will become engaged and learn how to assist their child with projects, assignments and homework at home. This training will be provided weekly through our Parent University.

3. CEC will also engage parents through our Parent Scholar Programs. This program is designed to proactively engage parents in school pride, volunteerism and a chance for parents to become integral members of our staff in the future. This opportunity will only be afforded to parents that complete our 10 week Parent Scholar Program.

8. Professional Development

*SLC Lead Teachers and Department Heads receive Intensive training on topics such as facilitative leadership, team-building strategies, fiscal management, master scheduling, and conflict resolution.

*SLC Leads and members determine PD necessary for designing and implementing advisories and thematic inter-disciplinary projects, and researched-based instructional strategies.

*SLC Leads and members continue to determine PD necessary for successful implementation of SLC attributes. Training will include data analysis protocols, developing community partnerships, student interventions, and job internships/shadowing.
Future Considerations

As the Professional Development Committee continues to meet and revise the three year plan, the following are possible topics for discussion and planning:

- Leadership training for staff as more members step into leadership roles within SLCs and P.L.C.s
- Professional development for parents (parent development)
- Staff development for staff about engaging parents
- Consideration of alternative or block scheduling and the implications for teacher practice
- Focusing on two or three classroom instructional strategies school wide (wait time, pair share, etc) as part of the whole school professional development focus
- Training on data analysis so staff can evaluate interventions and work through objective means
- Determine who is responsible for the whole school group professional development - it is clear leads are running SLC PD and the chairs are running the P.L.C. PD

At the end of each academic year, the CEO, CAO, DCAOCl/Principal and the Professional Development Committee will meet in order to reflect on the previous year and determine the path for professional development for the upcoming years. This revision process will allow the school to consider new ideas and topics as needed and to provide appropriate professional development. Through this process, CEC plans to provide differentiated professional development that will meet the changing needs of students and teachers as determined by achievement data, consistently implement, monitor, and adjust teaching practices in order to achieve student progress, ensure a student centered instructional program, develop an effective collaborative environment, and foster continued professional growth for all staff.
### Professional Development Committee Departments and Offices

<table>
<thead>
<tr>
<th>CENTRAL OFFICE/ADMINISTRATION</th>
<th>COUNSELING</th>
<th>ENGLISH</th>
<th>MATH</th>
<th>DEANS</th>
<th>ELL's</th>
<th>CLERICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOARD OF COMMISSIONERS PD CHAIR</td>
<td>ARTS</td>
<td>FOREIGN LANG.</td>
<td>HEALTH &amp; LIFE SKILLS</td>
<td>ELA</td>
<td>BUSINESS/COMP. SCI.</td>
<td>MUSIC</td>
</tr>
<tr>
<td>P.E.</td>
<td>SCIENCE</td>
<td>SOCIAL STUDIES</td>
<td>SPECIAL ED.</td>
<td>TAs</td>
<td>Creative Writing</td>
<td></td>
</tr>
</tbody>
</table>

### Small Learning Community's (SLC's)

<table>
<thead>
<tr>
<th>Elementary Success Academy K-5</th>
<th>Young Scholars Academy 6th Grade</th>
<th>International Diplomacy and Citizenship Academy 7th Grade</th>
<th>Future Leaders Academy 8th Grade</th>
</tr>
</thead>
</table>

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Professional Development Core Focus Areas
2018-2021

Whole School

Data-driven Instruction – CEC’s faculty will learn how to understand, interpret, and use data to drive instruction. As a result, staff will be more aware of students’ strengths and weaknesses and will take steps to enrich and remediate students.

Literacy & Expository Writing Across Curriculum – Literacy and expository writing across the curriculum is defined by the student being able to access the discipline and express ideas effectively through writing. In three years, students will read for comprehension using grade level standards enabling them to analyze, interpret, and evaluate a written text. Students will also demonstrate the ability to write in a clear, organized, and concise manner appropriate to the subject at or above grade level.

Technology – CEC’s student ESLRs state that students will be competent technologically with marketable skills. In order to achieve this, staff members will receive training that is designed to improve both their operational and instructional use of technology.

Departments

Data-driven Instruction – To utilize data to assess, analyze, and implement instructional practices. Through this data analysis we will be able to identify students in need of academic intervention in a timely, effective manner. In three years, students will have increased academic achievement in all courses.

Differentiated Instruction – Provide a variety of teaching strategies that addresses all learning modalities (kinesthetic, visual, auditory, etc.) to meet the diverse student population (ELL, Sp. Ed., Gifted, etc.) as it pertains to each department.

Content Knowledge – Content knowledge is defined as the subject matters that comprise of English Language Arts, Social Studies, Science, Mathematics, Physical Education, Vocational and Fine Arts, Special Education, and English Language Learners. Professional development provided to support individuals’ knowledge and practice in respective content areas, support staff in small learning community integration efforts, and execute district, state, and federal mandates.

SLCs

Data-driven Instruction – SLCs at CEC will learn how to interpret, understand, and use data to drive their instruction. As a result, SLCs will be more aware of their instruction. As a result, SLCs will be more aware of their students’ strengths & deficiencies and will take steps to enrich and remediate. SLCs will collect, disaggregate, and analyze data to improve attendance, increase graduation rates and formulate instructional and budgetary decisions to enhance the focus on student learning.
**Personalization** – The SLC environment is characterized by mutually respectful bonds between staff members and students where every student is well known by a group of educators. Formation of advisory groups will facilitate personal bonds that result in increased student graduation rates, lower drop-out rates, and a sense of belonging to their small learning community.

**Interdisciplinary Instruction** – SLCs will work toward creating cross-curricular student-centered learning which is characterized by the integration of the SLC’s vision and identity. SLCs will develop thematic culminating projects which allow students to extend their thinking beyond one subject matter by structuring activities that require a deeper level of analysis.
Professional Development Calendar and Schedule
2018-2019 School Year

August 6th – 17th - New Teacher Orientation

August 20th - 24th - Parent Orientation/Back to School Night

August 27th - School Opens

September - Whole School Professional Development

September - SLC’s Professional Development

October- Whole School Professional Development (*Who Am I and What is My Place Here at CEC?*)

October - SLC’s Professional Development

November - Whole School Professional Development (*Strategies for Assisting Special Ed Students*)

November - SLC’s Professional Development

December - Outside Partnership Lead Professional Development

December - Whole School Professional Development (*Working with Second Language Learners*)

December - SLC’s Professional Development

January - Whole School Professional Development (*Recognizing Signs of Emotional Trauma*)

January - SLC’s Professional Development

January - Whole School Professional Development (*Positive Behavior Supports to Avoid Discipline*)

January - SLC’s Professional Development

February - Whole School Professional Development (*Helping in Math - Don’t Give Them the Answers!*)

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February· SLC’s Professional Development

February- Whole School Professional Development (Collaboration Techniques to Benefit All Students)

February· SLC’s Professional Development

March· Whole School Professional Development (Dealing with Progressive Discipline in Classrooms)

March· SLC’s Professional Development

April - Whole School Professional Development (The Writing Process and How You Can Help)

April - SLC’s Professional Development

April - Whole School Professional Development (Building Success in our Title One Population)

April· SLC’s Professional Development

May- Whole School Professional Development (Pride and Preparedness: Looking Ahead)

May - SLC’s Professional Development

May - Whole School Professional Development (Technology Techniques that Simplify)

May - SLC’s Professional Development- Conducted By the Chief Academic Officer

May - Whole School Professional Development (Teachers Development and How it Translates to Student Achievement)

June - Whole School Professional Development (End of Year Wrap-Up)

** Please note that professional development may deviate from this specific plan.
CEC will provide differentiated professional development that will ... 

1. Meet the changing needs of students and teachers as determined by achievement data
2. Consistently implement, monitor, and adjust educational practices in order to achieve student progress
3. Ensure a student centered instructional program
4. Develop an effective collaborative environment
5. Foster continued professional growth for all staff

CEC’s Student Achievement ESLRs

1. Behave in a responsible, respectful and mature manner in dealing with others while at Bell and in the future.
2. Read for comprehension using grade level standards enabling them to analyze, interpret and evaluate written text.
3. Demonstrate the ability to write in a clear, organized and concise manner appropriate to the subject at or above grade level.
4. Become critical, logical and independent thinkers.
5. Become competent academically and technologically with marketable skills.
Single Plan for Student Achievement

CEC’s Goals

1. By 2018-19 the percentage of students scoring proficient or above on the states Standards Tests and the Unit Assessment in Mathematics and ELA will equal or exceed 75%.

2. The school will achieve a 95% participation rate for all state assessments.

CEC Strategies and Activities to Achieve Goals

1. Complete wall-to-wall implementation of an elementary academy and, for grades 6 through 8, set implementation schedule for three heterogeneously populated smaller learning communities on each track, each academy with its own campus location within the school and career path theme.

2. Revise the three-year professional development plan to focus on interdisciplinary and collaborative instruction.

3. Develop formative assessment procedures and incorporate assessment into the professional development plan.

4. Study alternative scheduling for day-to-day instruction.

5. Increase availability of instructional technology to all students and teachers.

6. Conduct comprehensive data analysis of student achievement, disaggregated according to participation in intervention programs.

CEC Critical Areas for Follow-Up

1. Alignment of the District Instructional Guides, District Periodic and quarterly assessments and CEC pacing plans.

2. Implementation and monitoring of a variety of instructional strategies learned through professional development that provide more challenging learning experience for all students in all areas.

3. School-wide assessment and accountability process that includes a data analysis protocol that allows data to drive instruction and provides school-wide assessment of the ESLRs.

4. Provide professional development for the paraprofessionals who work directly with students.
Guidelines for Requests

Any request to attend a professional development opportunity which requires CEC monies for fees, travel, substitute coverage, etc. needs to be submitted to the School Based Management's Professional Development Committee for approval.

- Requests should be made 5 weeks prior to the professional development date. Requests made with less time may be denied.
- Requests must be placed in the Professional Development Box in the Main Office by Tuesday of the week you would like your request reviewed. Any requests put in after Tuesday will be reviewed the following week.
- The committee reviewing your request is made up of an administrator, one PD co-chair, and two PD committee members. It will meet every Friday.
- You will be informed of the committee’s decision by the Monday following the meeting.
- If your request is denied, you will be given a reason as to why and may, if desired, appeal the decision at the next Whole School Professional Development meeting. The appeal must be submitted to the Chief Academic Officer or Deputy Chief Academic Officer for Curriculum and Instructions Office by the Monday before the meeting.

Possible Reasons for Denied Requests

The Professional Development Committee would like to approve all requests. However, there are specific requirements that all requests must meet. Below are reasons a request may not be approved.

- Incomplete request (see “Request Form”).
- Not submitted early enough for arrangements to be made.
- Does not address the focus of CEC’s Professional Development Framework (see attached “Cheat Sheet”) or is not relevant to your position/department/SLC.
- Dates conflict with school “blackout” dates (i.e. testing, freeze week, before CST, etc).
- Costs are too high/funding not within present budget.
- Location is unapproved (applies for out of state requests).
- An unwillingness to or failure to collaborate with colleagues by sharing out information learned at a previously approved professional development opportunity.
CEC – Professional Development Committee
Professional Development Request Form

Date Submitted: ____________________________

Requested by: __ Self __ Administration __ Department Chair __ SLC Lead __ CEC Central Office

Staff Member Name: ____________________________ Employee #: ____________________________
(if more than one staff member, additional space is provided on the back of this form)

Position: ____________________________ Department: ____________________________ SLC: ____________________________

Name of Professional Development Opportunity: ____________________________
Location of Professional Development Opportunity: ____________________________
If out of state, please obtain the Principal's signature: ____________________________

Cost(s) of Professional Development Opportunity (please check appropriate boxes & provide information in blanks provided):

- Travel Expenses (transportation/hotel) (approx. $__________)
- Registration/Other Fees per person $_______ x # of people attending ____ = total $_______)
- Sub Coverage (# of subs needed _____ x # of days _____ = total # sub days ______)

Date(s) of Professional Development Opportunity: ____________________________
(Conferences conflicting with school “blackout” dates (i.e. testing, freeze week, etc) will be denied. Also, please be aware that budgetary constraints make Professional Development opportunities during the months of June, July, and August difficult to fund. A submission before the month of June is recommended)

Please check off the steps below to indicate completion of the task.

- I have informed my Department Chair, SLC Lead Teacher, or immediate supervisor of my interest in this PD opportunity.
  - Dept. Chair / SLC Lead / Supervisor signature: ____________________________

- I have attached information about the PD opportunity (flyer, brochure, etc).

- If sub coverage is needed, I have completed AND attached a Classroom Coverage Form(s) for each attending staff member (available in the main office). You do not need an administrator's signature on this form as this will be taken care of after you receive approval.

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PLEASE CONTINUE TO THE BACK OF THIS FORM

Identify and list the specific aspects of the P.D. Framework ("Cheat Sheet") that will be addressed by attending this P.D. opportunity. Any request should address at least two of the four areas. (Ex: PD ESLRs: #2, #4; Single Plan: BH Strategies #4, #5)

PD ESLRs: ___________________
Student ESLRs.: ___________________
Single Plan: ___________________
Other: ___________________

Explain how this PD opportunity addresses the areas you selected above. Part of attending a professional development opportunity includes the responsibility of bringing back information/ideas to CEC Schools. Identify how you plan to share the information learned at this PD opportunity with your colleagues. Indicate what group of colleagues you will share the information with and when you expect to present this information.

Who: ___________________
When: ___________________

By signing below I am indicating I understand that I am expected to share information from this PD opportunity with my colleagues. I also understand that paid time is available for planning the implementation of new ideas and strategies into the classroom. Each person who attends this conference has the opportunity to arrange with their administrator to receive paid time to meet with other staff members after school or off-track in order to plan how to put to use the information/strategies gained at the conference. All information and strategies gained at the conference must be shared by the closing of the academic year in which the conference was attended.

Signature: ___________________

OFFICE USE ONLY

RECIVED BY: ___________________
DATE RECIVED: ___________________
TIME: ___________________
STATUS: ___________________
Approved: ______
Denied: ______

x ___________________
Dept. Chair / SLC Lead / Supervisor signature
x ___________________
Chief/Deputy Academic Officer

x ___________________
Principal's Signature

x ___________________
Deputy Chief Operating Officer for Talent Development and Human Resources

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Job Description of Employees
Position Title: Commissioner
Department: Board of Commissioners
Reports to: School District
Reporting to this position: CEO, Principal and Contractors

The Board of Commissioners will govern Commonwealth Education Connections Inc. (CEC), by setting all policies, supervising leadership responsible for management and operations, and approving all budgets and significant financial transactions. The Board will be accountable to the authorizer for meeting the terms of both charters, ensuring that both schools are mission aligned, effectively managed and meet their academic goals. Specifically, the Board’s responsibilities will include but will not be limited to:

- Approve the schools’ annual budget;
- Approve appointment of personnel – instructional only;
- Establish and maintain all policies governing the operation of the charter schools;
- Ensure the schools adhere to the mission, as well as Maryland State and federal guidelines;
- Hold the principals accountable for the academic success;
- Provide support to the schools with respect to fund-raising, marketing and other services; and
- Determine the schedule of Board meetings.

Lastly, the Board in conjunction with the Chief and Deputy Chief Academic Officer’s will conduct a comprehensive annual review of the principal. This review will be designed to evaluate principal’s performance in fulfilling the schools’ mission and meeting a set of performance goals that will be established at the beginning of the year by the Board and CEO. Throughout the year, the Board will monitor principals’ adherence to the schools’ values and to the established performance goals through the Chief and Deputy Chief Academic Officer’s. At the end of the year, a formal, written review will be provided and the principals’ annual performance will be discussed by the Board. At this time, the Board will make decisions related to employment, compensation and professional development priorities. The Board will be designed to ensure that parents and staff are involved in school governance through the School Advisory Council (SAC). The Board will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with all other applicable state and federal laws and regulations.

Time Requirement:

- The Board will meet four times a year (quarterly), with the exception of special or emergency meetings.

Compensation:

- The Board is a volunteer Board and no compensation for salary will be paid.
- The Board will accommodate only (nominal) travel expenses for Board members who are traveling on Board related business.
Position Title: Deputy Chief Academic Officer for Curriculum and Instruction
Department: Academic & Programs
Reports to: Chief Executive Officer, Deputy Chief Executive Officer and Chief Academic Officer
Reporting to this position: Academic Program Coordinator, Director of Special Education and Supportive Services, Director of Arts and Culture, Executive Director/Principal and all other Academic & Programmatic Staff

Job Summary

The Deputy Chief Academic Officer for Curriculum and Instruction (DCAOCI) will work collaboratively with all members of the Executive Leadership Team to ensure coordinated planning and consistent implementation of CEC strategic plan, making certain that programs and priorities are focused on eliminating the achievement gap and improving student achievement. The DCAOCI will provide leadership to communicate system priorities and ensure collaborative work processes to effectively and efficiently utilize resources. The CAO will oversee and monitor the implementation of systemic cross-functional strategic projects and initiatives, will provide support to instructional directors and coordinators, and will monitor these projects and initiatives to ensure they lead to high student achievement. As a member of the Executive Leadership Team, the DCAOCI will articulate to various local and state officials the CEC's strategic initiatives and alignment of programs in conjunction with Chief Academic Officer. [The DCAOCI will plan, direct, develop, coordinate and review system wide projects in curriculum development and related instructional and extracurricular services and is responsible for system wide services for all academic programs.] The DCAOCI will work closely with the other members of the Executive Leadership Team.

Nature and Scope of Position

- Provides leadership in the area of curriculum and instruction and directs the development of Pre-K – 12 academic programs and new course design;
- Identifies and implements effective curriculum and instructional policies and practices that maximize educational options that lead to improved achievement for all students;
- Reviews, approves and maintains the Program of Studies and interprets state and local policies related to credit, graduation requirements and the total instructional program; and helps to identify training needs and participates in developing staff training programs;
- Conducts evaluations of key program initiatives as a means of informing the Chief Academic Officer as to the effectiveness of CEC programming and recommendations for improvement;
- Identifies program and project managers and ensures that all project timelines are met;
- Sets priorities and measurable goals with the Executive Director/Principal;
- Provides the required supports to foster a culture that motivates teachers and administrators to perform at the level of excellence necessary to improve student achievement and close the achievement gap;
- Develops and maintains clear and inclusive decision-making processes to ensure integration of academic supports and services;
- Serves on cross-functional teams to provide educational and managerial leadership that builds and supports a high performance educational team, inspiring and aligning the academic work of CEC;
- Displays knowledge of both the practical instructional issues of school reform and educational research and analyses;
- Monitors education research, trends, and developments to support school improvement efforts and program development; and fosters the sharing of high yield strategies and opportunities for collaboration within and among all levels;

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• Reviews and monitors the academic department's budget and expenditures to ensure that they are aligned with the strategic initiatives of the CEC and that resources are directed appropriately in conjunction with the Chief Academic, Chief/Deputy Chief Financial Officer(s);
• Presents information to the CEO, DCEO, CAO, CFO and Board of Directors

Qualifications:

• Master's degree from an accredited college or university in educational administration, supervision or curriculum development (Doctorate preferred);
• School-based and central office administrative leadership experience;
• Experience with educational accountability measures including the No Child Left Behind (NCLB) Act requirements, state and local assessments, curriculum development, and managing a variety of programs and initiatives;
• Experience in project management, including the ability to deploy resources and manage multiple projects;
• Experience in leading large-scale educational program development and reform;
• Considerable experience in providing leadership in the planning and development of CEC-wide curriculum and instructional programs that meet the needs of a diverse population;
• Experience in providing a comprehensive staff development program for all categories of employees;
• Experience in planning for the implementation of educational accountability goals;
• Experience in conducting employee performance appraisals;
• Or other combination of applicable education, training and experience which provides the knowledge, abilities, and skills necessary to perform effectively in the position.
Position Title: Chief Academic Officer
Reports to: Chairman of the Board, Chief Executive Officer and the Deputy CEO
Reporting to this position: Deputy Chief Academic Officer for Curriculum and Instruction, Director of Special Education and Supportive Services, Principal and all other academic and programmatic staff members.

Job Summary

➤ Academic Vision Setting, Strategic Planning, Scaling Implementation

o Assist the CEO in the development of an academic vision and strategic plan scaling the existing instructional model ensuring excellence and high standards to all CEC students and families.

o Determine and implement CEC’s academic priorities.

o Provide scalable instructional program leadership to all School Leaders with specific responsibility for planning, development, implementation, assessment and improvement across all current and future schools.

o Develop and maintain departmental annual and multi-year budget.

➤ School Leader Management, Development and Support

o Develop and lead School Leaders and school teams in their roles as instructional leaders and site managers.

o Monitor, provide feedback to and evaluate School Leaders providing clarity of roles, functions, goals and accountability. Develop plans to help capitalize on individual leader strengths as well as plans to help them improve and address areas of potential growth with real time feedback.

o Assist School Leaders in monitoring and evaluating effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with school’s missions, core values, academic standards, and strategic goals.

o Facilitate collaboration among School Leaders and school sites, with a One School culture.

o Collaborate with School Leaders on hiring and on-boarding of staff when appropriate.

➤ Leadership Pipeline Development and Implementation

o Build and maintain a robust and resilient pipeline of high performing sustainable leaders at every level prepared to assume the next role up, enabling effective handling of expected and unexpected changes in leadership.

o Recruit and train highly qualified incoming School Leaders.
Strength of Teaching and Learning

- Support leadership at schools to ensure high quality implementation of the schools' educational design, including school culture, standards, assessments, and instructional guidelines.

- Ensure that curricula are aligned to state and college readiness standards, are vertically aligned, and are made accessible to teachers allowing for efficient and effective pacing, sequencing and lesson planning.

- Oversee student learning data acquisition and analysis, ensuring schools have access and training to effectively utilize the data to increase and enrich student learning.

- Review assessment tools on a regular and ongoing basis and analyze performance for effectiveness in improving student achievement.

Qualifications

- Unquestioned integrity and commitment to CEC Schools' mission and values
- Demonstrated success leading a high-performing school closing the achievement gap
- Strong management skills, with the ability to motivate and develop a diverse group of leaders
- Capability to effectively build, develop and maintain strong relationships with school leaders, staff, teachers, parents, students, Board members, and community stakeholders
- Thorough understanding of state standards, and charter school laws and regulations preferred
- Skilled at analyzing, interpreting, and using data to collaborate, identify best practices and areas for improvement, and drive results
- Ability to self-direct and prioritize among competing goals, exhibit flexibility, and drive results in a fast-paced, entrepreneurial environment
- Adept at thinking strategically, translating plans into action, and exhibiting excellent judgment
- Excellent written, verbal communication, and presentation skills with keen attention to detail
- Bachelor’s degree required; master’s degree preferred
Position Title: President & Chief Executive Officer
Reports to: Board of Commissioners, Parents and Stakeholders
Reporting to this position: All Department Heads

Job Summary

The President & Chief Executive Officer of Commonwealth Education Connections, Inc., in partnership with the Board, is responsible for the success of the organization. Together, the Board and President & Chief Executive Officer assure the organization's relevance to the community, the accomplishment of the organization's mission and vision, and the accountability of the organization to its diverse constituents. The Board delegates responsibility for management and day-to-day operations to the President & Chief Executive Officer, and he has the authority to carry out these responsibilities, in accordance with the direction and policies established by the Board. The President & Chief Executive Officer provides direction and enabling to the Board as it carries out its governance functions.

Accountabilities

1. Legal compliance
   a) Assures the filing of all legal and regulatory documents and monitors compliance with relevant laws and regulations.

2. Mission, policy and planning
   a) Helps the Board determine CEC's values, mission, vision, and short- and long-term goals.
   b) Helps the Board monitor and evaluate CEC's relevancy to the community, its effectiveness, and its results.
   c) Keeps the Board fully informed on the condition of CEC and on all the important factors influencing it.

   - Identifies problems and opportunities and addresses them; brings those which are appropriate to the Board and/or its committees; and, facilitates discussion and deliberation.
   - Informs the Board and its committees about trends, issues, problems and activities in order to facilitate policy-making. Recommends policy positions.

   d) Keeps informed of developments in human services, not-for-profit management and governance, academic programs, philanthropy and fund development.

3. Management and administration
   a) Provides general oversight of all CEC activities, manages the day-to-day operations, and assures a smoothly functioning, efficient organization.
   b) Assures program quality and organizational stability through development and implementation of standards and controls, systems and procedures, and regular evaluation.
   c) Assures a work environment that recruits, retains and supports quality staff and volunteers. Assures process for selecting, development, motivating, and evaluating staff and volunteers.
   d) Recommends staffing and financing to the Board of Directors. In accordance with Board action, recruits personnel, negotiates professional contracts, and sees that appropriate salary structures are developed and maintained.
   e) Specifies accountabilities for management personnel (whether paid or volunteer) and evaluates performance regularly.

4. Governance
   a) Helps the Board articulate its own role and accountabilities and that of its committees and individual members, and helps evaluate performance regularly.

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b) Works with the Board Chair / Vice. Chair to enable the Board to fulfill its governance functions and facilitates the optimum performance by the Board, its committees and individual Board members.
c) With the Board Chair / Vice. Chair, focuses Board attention on long-range strategic issues.
d) Manages the Board’s due diligence process to assure timely attention to core issues.
e) Works with the Board officers and committee chairs to get the best thinking and involvement of each Board member and to stimulate each Board member to give his or her best.
f) Recommends volunteers to participate in the Boards committees.

5. Financing
a) Promotes programs and services that are produced in a cost-effective manner, employing economy while maintaining an acceptable level of quality.
b) Oversees the fiscal activities of the organization including budgeting, reporting and audit.
c) Works with Board to ensure financing to support short- and long-term goals.
d) Assures an effective fund development program by serving as the chief development officer or hiring and supervising an individual responsible for this activity.
   - Helps guide and enable the Board, its fund development committee(s) and its individual Board members to participate actively in the fund development process.
   - Helps the Board and its development committee design, implement and monitor a viable fundraising plan, policies and procedures.
   - Participates actively in identifying, cultivating and soliciting donor prospects.
   - Assures the availability of materials to support solicitation.
   - Assures the development and operation of gift management systems and reports for quality decision-making.

6. Community relations
a) Facilitates the integration of CEC’s into the fabric of the community by using effective marketing and communications activities.
b) Acts as an advocate, within the public and private sectors, for issues relevant to CEC’s, its services and constituencies.
c) Listens to clients, volunteers, donors and the community in order to improve services and generate community involvement. Assures community awareness of CEC’s response to community needs.
d) Serves as chief spokesperson for CEC, assuring proper representation of CEC to the community.
e) Initiates, develops, and maintains cooperative relationships with key constituencies.
f) Works with legislators, regulatory agencies, volunteers and representatives of the not for-profit sector to promote legislative and regulatory policies that encourage a healthy community and address the issues of CEC’s constituencies.

Physical Demands/Working Conditions:
This is a high-stress position based on full responsibility for CEC operations. Handles detailed, complex concepts and problems, balances multiple tasks simultaneously, and makes rapid decisions regarding administrative issues. Plans and implements programs. Establishes strong and appropriate relationships with Board, committees, volunteers, staff, donors, students and parents. Develops smooth and constructive relationships with executive colleagues, outside agencies, organizations and individuals. Plans and meets deadlines. Maintains a flexible work schedule to meet the demands of executive management. Hours may be long and irregular. Conveys a professional and positive image and attitude regarding CEC and the not-for-profit and for-profit sectors. Demonstrates commitment to continued professional growth and development.

Qualifications
A minimum of 5 years’ experience in a senior management position.

As chief executive officer, this individual demonstrates critical competencies in four broad categories: commitment to results, business savvy, leading change, and motivating.

Commitment to results: The President & Chief Executive Officer is a systems thinker who is client focused and goal driven.

This individual identifies relevant information and helps transform this information into individual and organizational knowledge and learning.

The chief executive is action oriented and innovative.

They translate broad goals into achievable steps.

They anticipate and solve problems and takes advantage of opportunities, is a self-starter and team player.

Business savvy: As CEC’s leader, this position requires an individual with knowledge of and experience in management and administration. The position requires demonstrated experience in integrating and coordinating diverse areas of management.

- Knowledge in the following areas is required: government relations, human services, finance and personnel; education administration oral and written communications; planning and evaluation; and governance.
- Some experience in the field of philanthropy, not-for-profit management and governance, and relations is preferred. Some general knowledge of fund development is also preferred.
- A high level of personal skills is required to make formal, persuasive presentations to groups and to deal effectively with people from all segments of the community.
- The individual must be comfortable with diversity and respectful of a wide range of faiths, beliefs and experiences.

Leading change: The chief executive possesses the skills and implements the functions of a leader. They share CEC’s values, mission and vision. They consistently display integrity, models behavior; develop people, and builds teams. This individual deals effectively with demanding situations and designs and implements interventions.

Motivating: The chief executive manages continuity, change and transition. This individual knows how to influence and enable others. They address the impact of attitude and action on the CEC and its participants.
Position Title: Chief Financial Officer
Department: Finance
Reports to: Chief Executive Officer, Deputy Chief Executive Officer(s) for Administration/Business Operations and the ***Chief Academic Officer on a limited bases***
Reporting to this position: Deputy Chief Operating Officer for Talent Development and Human Resource Finance Coordinator, Compliance Coordinator

Job Summary
The Chief Financial Officer is a key member of CEC's board of directors, leadership team, managing the day-to-day financial operations of our schools and our School Support Team in the areas of accounting, banking, budgeting, and financial planning. This position reports to the chair of the Board, Chief Executive Officer and Deputy Chief Executive Officer and is responsible for building a scalable and efficient financial infrastructure, providing exceptional service and support to our schools, and ensuring their continued financial success.

Nature and Scope of Position
- Manage, mentor, and develop a team of finance and accounting professionals. Manage work allocation, training, problem resolution, performance evaluation, and the building of an effective and dynamic team.
- Serve as financial advisor to CEO and DCEO on fiscal operating decisions.
- Have a clear understanding of how each financial decision impacts the quality of education delivered at the schools.
- Represent CEC to its financial partners including financial institutions, potential investors, donors, and auditors.
- Provide world-class customer service to internal and external partners.
- Oversee the preparation and approval of all financial reporting materials and metrics for the Board of Directors and senior leadership.
- Serve as a member of the Board and lead on the Finance Committee of the Board of Directors.
- Evaluate documentation related to financing, leasing, and other corporate activities including real estate financing.
- Work with Innovation Department and specifically the Deputy Chief Innovation Officer for Institutional Development to create and monitor grant budgets.
- Oversee the preparation of materials and reports to meet the compliance needs of all local, state, and federal agencies as well as grant and bank covenants.
- Manage payroll, accounts payable and receivable, budget amendments, financial statement reporting, bank reconciliations, and petty cash with outside contractors.
- Remain up to date on nonprofit audit best practices and state and federal law regarding nonprofit and Texas public charter school operations.
- Oversee banking and investments including financing, cash management, and adherence to bank and debt covenants.
• Ensure that effective internal controls, policies and procedures are in place and ensure compliance with applicable federal, state, and local regulatory laws, and rules for financial and tax reporting. Improve financial literacy within organization; train School Leaders, staff members, and Board of Directors on financial policies, procedures, and best practices.
• Prepare for and manage annual organizational audits performed by independent financial auditors.
• Develop and maintain a multi-year financial projection model to inform KIPP San Antonio’s growth and decision-making around expansion.
• Track and communicate operational performance to all schools and other stakeholders. Report status of operational metrics and deliverables to leadership and stakeholders in written and presentation format

Qualifications:

• Bachelor’s Degree minimal and MBA or CPA preferred.
• At least 5 years of significant work experience with growing organizations (budgets exceeding $5 million) in a senior financial position.
• Experience in government, private or non-profit/education field and knowledge of fund accounting, the laws, rules, procedures, and programs specifically related to the business operation of public charter schools in Texas.
• Strong organizational skills, ability to set up systems and processes to streamline accounting and finance functions.
• Excellent business writing, oral communication, and presentation skills.
• Strong analytical and problem-solving skills with the ability to turn data into insights and anticipate questions and problems.
• Demonstrated ability to work in a fast-paced, high-energy environment with a proven ability to meet and complete multiple deadlines and tasks.
• Demonstrated flexibility, creativity, and collaborative working style.
• Strong judgment and decision-making skills.
• Experience working in charter schools and/or other education, non-profit, or public sector organizations.
• Knowledge of general accounting procedures and experience with budgeting, forecasting, and cash flow management.
• Excellent organizational, planning, and implementation skills; relentless results-orientation.
• Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment.
Position Title: Chief Innovation Officer
Department: Innovation
Reports to: Chief Executive Officer, Deputy Chief Executive Officer and ***Chief Financial Officer*** on a limited basis
Reporting to this position: Deputy Chief Innovation Officer for Institutional Development, the Marketing, Promotions and Recruitment Coordinator and the Coordinator of Technology.

Job Summary
As Chief Implementation and Innovation Officer you will have responsibility for supporting the continued growth and innovation of CEC schools. This will include designing and defining ways to measure and then achieve sustained annual growth in the areas education, philanthropy and private donor identification.

Nature and Scope of Position
As Chief Implementation and Innovation Officer you will have responsibility for supporting the continued growth and innovation of CEC schools. This will include designing and defining ways to measure and then achieve sustained annual growth in the areas education, philanthropy and private donor identification.

- Developing and continuously improving an implementation strategy for the CEC Schools, as well as related frameworks, policies, regulations and processes.
- Developing and regularly improving a implementation strategy for education, philanthropy and private donor identification. with a 5-10 year time horizon and work with both internal and external partners to ensure its implementation.
- Facilitating the development and execution of an annual programme of work to implement CEC’s implementation strategies, working with the Implementation and Innovation Committee, support organization(s), and other CEC bodies and staff, as well as contributors.
- Identifying, prioritizing, and assessing implementation-related challenges likely to emerge over a rolling 3-5 year timeframe, as well as facilitating the development and donor options for addressing priority issues.
- Ensuring that the Implementation and Innovation Committee has the necessary supporting resources in place to effectively conduct its business in an effective and efficient manner.
- Directing the recruitment and retention of new and prospective teachers.
- Assisting the Chief Academic Officer and Deputy Chief Executive Officer in finding new and innovative ways to develop a vibrant school culture.

Qualifications:

- Bachelor's degree from an accredited college or university in educational administration, urban development, public administration or any degree and the equivalent skills necessary to full-fill the duties • Experience with educational programming
- Experience in project management, fund development or non-profit
- Experience in leading large-scale educational program development and innovation;
- Or combination of applicable education, training and experience which provides the knowledge, abilities, and skills necessary to perform effectively in the position.
Position Title: Chief of Government and Community Relations
Department: Community Development
Reports to: Chief Executive Officer
Reporting to this position: Director of External and Public Relations, New Initiatives Coordinator, Real Estate and Acquisition Coordinator and the Community Success Center Coordinator

Job Summary
The Chief of Government and Community Relations will manage a staff of five responsible for developing, coordinating, and implementing, in tandem with the different departments within CEC, the political and community-sensitive development strategies designed to facilitate the successful completion of CEC initiatives. The Chief of Government and Community Relations as the corporation's primary relationship manager with respect to federal, state, and local elected officials and government agencies; community boards; community stakeholders; private stakeholders; and, the Governor, Mayor and Council Offices, State, and Federal agencies. The Chief of Government and Community Relations is also responsible for developing CEC's annual legislative agenda and working with the corporation's senior management and key personnel in the CEO's Office to ensure that the corporation's legislative and educational priorities receive attention on the federal, state, and local level.

Nature and Scope of Position
• Collaborate with the various departments within CEC to develop and implement short-term and long-term strategies designed to facilitate the achievement of CEC's goals and priorities, including securing any necessary public approvals for projects.
• Coordinate the goals and priorities of individual departments within CEC to ensure CEC is consistent in its communications with governmental and non-governmental entities alike.
• Ensure that CEC projects and priorities reflect and complement the priorities of the Board of Directors and Administration.
• Enhance CEC's image and reputation through effective community outreach.

Qualifications:
• Minimum educational requirement: High School Diploma, Some College a Bachelors Degree Preferred.
• Minimum of 5 years of experience working in a leadership capacity with elected officials, government agencies and community based organizations on the local or state level.
• Strong interest in public policy, urban affairs and economic development issues.
• Strategic and analytical thinker capable of seeing and understanding broad and differing perspectives.
• Pro-active and collaborative mindset with proven experience in building consensus among groups with diverse interests.
• Ability to anticipate problems and devise creative solutions.
• Organized and capable of prioritizing competing needs and interests.
• Comfort interacting with senior management, Administration officials, and business leaders.
• Effective manager.
• Strong interpersonal, written and verbal communication skills a must.
Position Title: Chief School & Student Safety Officer
Department: Legal Affairs and School Safety
Reports to: General Counsel & the Deputy Chief Executive Officer
Reporting to this position: Deans of Safety & Conduct and Noon Time Aides

Job Summary

The Chief School & Student Safety Officer should have knowledge of school law, Department of Education rules, and School Board rules and regulations. Demonstrated skills in planning, research, and management. Ability to communicate effectively with school personnel, parents, law enforcement, various community agencies and members of the community. Additionally, to provide for the security and protection of all students, staff, and property. To develop programs and provide services which will promote a safe and orderly environment for all students in school and on school buses to help ensure an educational experience of the highest quality.

Nature and Scope of Position

- Evaluate CEC's security program on a continuing basis and recommend changes or draft plans as necessary.
- Coordinate the preparation of local, state and federal reports relative to areas of responsibilities.
- Assist with developing and coordinating cooperative agreements, interagency agreements, and contracts with other agencies for security needs only.
- Serve as CEC's emergency control officer, developing procedures and protocols to deal with emergencies and maintaining an emergency management plan.
- Act as a liaison with public safety authorities and school resource officers on all matters affecting school security.
- Coordinate any special security needs deemed necessary for school system meetings or activities.
- Work with administrators, faculty, staff and students at each school to ensure proper security and measures are implemented as related to students, employees, facilities, and property.
- Develop and implement prevention strategies in an effort to minimize the likelihood of school violence.
- Develop and coordinate an ongoing staff development program for employees who have security responsibilities.
- Supervise and coordinate the staff and Drug Free Schools Project.
- Review Board policies and make recommendations regarding school safety and security.
- Maintain information on Best Practices relative to school safety and security.
- Maintain current data on juveniles involved in the criminal and juvenile justice system and assure that proper notification to school personnel is made as prescribed by State Law or Statute.
- Oversee and coordinate the school volunteer program.
- Assist with supervision and administration of CEC's transportation program.
• Participate in training programs to increase individual skill and proficiency related to school safety, security, and transportation.
• Conduct presentations to various community groups and organizations relative to school safety and security.
• Prepare and administer the department budget along with the General Counsel.
• Perform other duties as assigned by the Chief Executive Officer.

Physical Requirements:

• Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Qualifications:

• Master's Degree in Criminal Justice, Educational Administration and Supervision or Educational Leadership
• Minimum of five (5) years in a security, policing or private and dignitary/executive protection.
• In lieu of the above listed qualifications we will accept a minimum of 8 years of policing and private protection employment a High School Diploma, Associates Degree, 60 credit hours or more earned, Certified Licensed Agent, Graduate of a Police Academy or Federal Bureau of Investigation National Academy.
• Familiar with community policing strategies;
• Experience in managing, hiring and training staff;
• Experience with closed circuit camera technology, emergency management preparedness, and best practices in the field;
• Or any other combination of applicable education, training and experience which provides the knowledge, abilities, and skills necessary to perform effectively in the position.
Position Title: Community Engagement Coordinator for Student and Parent Affairs
Department: Community Development & Engagement
Reports to: Chief of Government & Community Relations
Reporting to this position: None

Job Summary

CEC seeks to partner with parents and families to turn around failing neighborhood schools and to establish new CEC schools in the area. The Community Engagement Coordinator will have excellent relationship building skills, will inform and mobilize families and community members to demand high quality neighborhood schools. The ideal candidate is able to build strong relationships and successfully navigate through difficult situations and challenging interpersonal interactions. A key challenge in this role will be successfully getting buy-in and public support for CEC schools while navigating an uncertain political and community environment. The risk in this role is exposing CEC to unfavorable political or public scrutiny. The opportunity in this role is in finding public allies and supporters for CEC based on existing relationships in the area.

Nature and Scope of Position

- Builds Relationships with Community Partners and leaders
- Participates in community meetings
- Manages neighborhood outreach for expansion and enrollment
- Manages seasonal or part-time outreach staff to build relationships through door-to-door home visits, phone calls, school visits to local businesses, and houses of worship
- Reports weekly on individual meetings, phone calls, community intelligence
- Promotes CEC at neighborhood events (Block parties, community meetings, civic events)
- Distributes flyers and posters to promote CEC schools and turnarounds
- Conducts research and analyzes potential school sites and neighborhoods in the prescribed area
- Provides weekly updates on outreach including contacts made and results
- Executes community outreach strategy
- Identifies key parent hubs (daycare centers, afterschool programs, libraries, rec. centers, etc.)
- Develops functioning coalitions with parents, elected officials, faith, education and community leaders to support school reform
- Participates in night and/or weekend meetings and events

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Qualifications:

- Ability to work well in a team and enhance cooperative working relationships
- Strong leadership skills and a demonstrated capacity to work with urban families
- Knowledge of public education and charter schools highly desirable but not required
- Has a commitment to educational equity and excellence for all students
- Experience with grassroots field organizing, including experience in organizing door-to-door canvassing, volunteer phone banking, leading a field organizing team a plus.
- Three to five years of social service, politics, education, business development, or community engagement work experience in the area (desirable but not required)
- Ability to adapt quickly to changing priorities
- Strong interpersonal skills and cultural competency, and self-awareness with the ability to reflect and adapt to diverse environments
- Experience working with families from diverse ethnic and class backgrounds
- Team player who is a self-motivated "go-getter" with the ability to lead and motivate others
- Proficient with Microsoft office suite (Word, Excel, Power Point and Publisher)
- Strong oral communication skills, problem-solver, creative thinking, interpersonal skills, relationship building

Physical Requirements:

Ability to physically perform the duties and to work in the environmental conditions required such as maneuvering in classrooms and office space-reaching file cabinets, filing, faxing, scanning, coping, typing, mailing, and making phone calls; Must be able to sit for up to two (2) hours looking at a computer monitor, using a keyboard/mouse and typing.
Position Title: Coordinator of Recruitment Marketing and Promotions  
Department: Operations  
Reports to: Deputy Chief Operating Officer for Talent Development and Human Resources  
Reporting to this position: None

Nature and Scope of Position

The Coordinator of Recruitment Marketing and Promotions is an administrative role responsible for candidate interview scheduling and facilitation (including travel arrangements), reporting, advertising and other projects in support of our organization. Coordinator of Recruitment Marketing and Promotions will support multiple recruiters and team members. The Coordinator of Recruitment Marketing and Promotions will assist in research, development and planning of recruiting events (i.e. job fairs, meetings, etc.). In addition, the Coordinator of Recruitment Marketing and Promotions manages multiple, high-priority, competing tasks as well as other administrative tasks as assigned.

Responsibilities:

- Contact applicants and hiring managers to coordinate and schedule interviews,
- Coordinate travel arrangements as needed.
- Assist in the planning of recruiting events/meetings Perform other miscellaneous duties as required by management.

Qualifications:

Required

- High School Diploma/GED
- At least 2 years experience in an office environment using the telephone and computer as the primary instrument to perform your job duties and/or dealing with customers in a demanding high-volume cust
- At least 2 years experience in an office environment including in-depth internet knowledge and working proficiency in MS Word, Excel, and the Internet.
- At least 2 years experience in Experience in scheduling
- English: Basic knowledge

Preferred

- Bachelors Degree
- At least 1 year experience in Ability to work in a fast-paced environment where there are competing priorities and aggressive deadlines.
- At least 1 year experience in .Excellent time management skills and the ability to manage multiple projects simultaneously.
- At least 1 year experience in Detail orientated with ability to take ownership and drive to completion.
- English : Intermediate
Position Title: Coordinator of Technology (Deputy Chief Information Officer)
Department: Executive
Reports to: Chief Executive Officer
Reporting to this position: None

Job Summary

- To improve the overall quality of education received by students, staff, and the school community through the use of technology.
- To provide a vision for the implementation and use of technology to advance education for CEC.

Nature and Scope of Position

- Establishes system-wide software and hardware standards, requirements and specifications.
- Reviews and approves all system technology purchases to assure compatibility.
- Prepares proposals and solicits bids for system technology needs.
- Promotes CEC on local, state and national levels through conferences, workshops, seminars, and technology associations.
- Analyzes information to determine, recommend, and plan layout for type of computers and peripheral equipment, or modifications to existing equipment and system that will provide capability for new or upgraded networks, while maintaining efficient operation and effective use of space.
- Formulates technology training policies, programs, and schedules, based on knowledge of identified training needs.
- Evaluates hardware and software for classroom or administrative needs.
- Remains current on new developments in the areas of software, hardware, networks, telecommunications, training and maintenance.
- Provides professional development opportunities for technical and training support staff to keep abreast of the rapid changes in technology and software.
- Drafts applications and proposals to submit to fund granting authorities such as government and educational foundations to improve technologies.
- Advocate technology usage and awareness and is a member of the corporation technology committee.

Management

- Develops, manages, and evaluates the technology budget with department head.
- Consults with administrators and teachers to define equipment needs.
- Consults with administrators, teachers, board members, parents and community members to determine information requirements of teachers and students and to determine boundaries and priorities of new projects, and to discuss system capacity and equipment acquisitions.
- Contracts with vendors to provide needed technology solutions.
- Reviews reports of computer and peripheral equipment use, malfunction, and maintenance to ascertain costs and plan operating changes.
- Requisitions new materials, maintenance supplies, and other miscellaneous items needed by the Technology Department.

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• Requisitions maintenance and repair parts for CEC's technology equipment.
• Submits needed technology budgets, projects, grants, and policies to the CEC Board of Commissioners for approval.
• Directs technology staff in technology maintenance and installation.
• Evaluates the job performance of the technology staff.
• Assists staff to diagnose and solve computer equipment problems.
• Manages resources effectively, including personnel, money and materials.
• Confer with administrators and teachers to determine technology training needs.
• Coordinates, evaluates and recommends hardware and software purchases and replacement.
• Maintain an inventory of technology in CEC.
• Supervise the installation of computers and related equipment throughout CEC.
• Coordinate in the development, monitoring, and periodic evaluation of a five-year technology plan for CEC.
• Troubleshoot and repair computer hardware and software when appropriate.
• Attend conferences, seminars, and training sessions to maintain competency level.
• Establish and coordinate the activities of the Building Technicians.
• Develop and coordinate training and development programs in the technologies for the faculty and staff.
• Coordinate vendor services and maintain positive relations with corporate partners.
• Manage vendor relationships, including maintenance, hardware and software upgrades, and ongoing development work with the system and users.
• Provide leadership for efforts involved with showcasing technology projects for CEC and involved companies with the community and outside visitors.
• Work with the CEO, Chief Innovation & Implementation Officer, Chief/Deputy Academic Officer, and Administrative Assistant, in the long range planning, facilities design, school construction issues, and budgeting with regards to technology.
• Serves as CEC's representative, when appropriate, for educational service center, Department of Education programs and other agencies.

Qualifications:

• A bachelor's degree from an accredited college or university with experience and/or training in educational technology.
• The Deputy Chief Innovation Officer for Technology and Analysis
• Evaluate the use of technology in the classroom.
• Model and support the effective integration of technology in the classroom.
• Display competency with administrative and instructional applications of technology.
• Use multi-media equipment and applications, basic software applications and common operating systems.
• Demonstrate a working knowledge of hardware components and their functions.
• Possess the ability to implement new technologies.
• Demonstrate working knowledge of fundamental network design and common network operating systems.
• Design and implement computer networks suitable for educational settings.
• Manage department personnel including Building Technicians.
• Plan both long and short term training programs.
• Develop appropriate training materials for school personnel.

Position Title: Dean of Student Safety
Reports to: Principal and the Chief of School and Student Safety
Reporting to this position: None
Salary: $10 an hour (This is a part-time 20 hour per week position)

Job Summary

Under the direction of school administration, the Dean of Student Safety will assist in the establishment and maintenance of a safe and orderly environment for students throughout the school, lunch, recess period, school dismissal and after school programs.

Nature and Scope

• Supervise students and maintain a safe and positive environment in the lunchroom, hallways, arrival & dismissal of students, after school programs and/or outside on the playground.

• Assist students with various tasks.

• Assist the principal/chief of school and student safety in emergency situations and provide basic first aid and/or CPR care.

• Understand and follow the school policies and procedures regarding supervision, discipline and other relevant matters.

• Manage minor disciplinary issues and/or report disciplinary issues or problems to principal/teacher.

• Maintain confidentiality regarding students at all times.

• Assist in cafeteria, as needed (i.e., wiping lunch tables).

• Direct movement of groups to and from playground/lunchroom/ arrival and dismissal.

• Direct group games and activities.

• Assume responsibility for play equipment.

• Provide a positive adult image to students, mentoring professionalism at all times.

• Participate in necessary training/in-service.

• Maintain appropriate professional relationship and demeanor with students.

• Perform other duties as required.

Qualifications
• High school graduate or a graduate of CEC Parent Scholar Program.

• Ability to supervise students in order to maintain appropriate safety and order.

• Ability to effectively communicate and establish relationships with students, staff, and community.

• Ability to react quickly to an emergency situation and show good judgment in handling such emergency.

• Must exhibit a pleasant personality and positive attitude toward working with students and others.

• Has, or is willing to obtain, first aid and CPR certification, as well as any other related training for the position.

• Physical capability to perform required job duties.

• Such alternatives to the above qualifications as the Deputy Chief Operating Officer of Talent Development and Human Resources may find appropriate and acceptable.
Position Title: Deputy Chief Innovation Officer for Institutional Development

Reports to: Chief Executive Officer, Chief Innovation Officer and on Special Projects the Deputy CEO & Board of Directors Committee on Fundraising and Grants

Reporting to this position: Volunteers and Parents

Job Summary
Fosters a culture of philanthropy within the organization. Assures that the organization’s corporate culture, systems and procedures support fund development and vice versa. Leads staff and volunteers to institutionalize philanthropy and fund development within the organization. Plans, coordinates and assures implementation of strategies to develop donors and contributions to support the organization. Assures development and maintenance of appropriate systems to fund development including but not limited to volunteer and donor management, research and cultivation, gift processing and recognition. Maintains accountability and compliance standards for donors and funding sources.

Nature and Scope of Position
1. Participates with the chief executive officer, staff and governing body to define the organization’s mission and direction as it directly relates to institutional development.
   a) Ensures that philanthropy and fund development are carried out in keeping with the organization’s values, mission, vision and plans.
   b) Participates with the chief executive officer, staff and board in charting the organization’s course in fund development.
   c) Evaluates the effect of internal and external forces on the organization and its fund development, recommends short- and long-range fund development plans and programs that support the organization’s values, mission and general objectives.
   d) Keeps informed of developments in philanthropy and fund development as well as the general fields of management and the not-for-profit sector; informs the chief executive officer, development committee(s) and board on current trends, issues, problems and activities in order to facilitate policy making. Recommends policy positions concerning fund development.
   e) Helps develop a balanced funding mix of donor sources, grants and solicitation programs tailored to the needs of the organization that will enable it to attract, retain and motivate donors and fundraising volunteers.
   f) Helps establish performance measures, monitor results and helps the chief executive officer, development committee(s) and board evaluate the effectiveness of the organization’s fund development program.

2. Provides general oversight of all of the organization’s fund development activities, manages the day to-day operations of the development function, and monitors adequacy of activities through coordination with staff, appropriate committees, and governing body.
   a) Ensures compliance with all relevant regulations and laws, maintains accountability standards to donors and ensures compliance with code of ethical principles and standards of professional conduct for fundraising executives.
   b) Ensures establishment of and compliance with the organization’s own fund development and philanthropic principles, policies and procedures.
   c) Assures stability by creating a working environment that is rewarding to staff and volunteers.
   d) Appropriately represents the institution, its board and executives to donors, prospects, regulators, development committee(s) and fundraising volunteers.
   e) Fosters a smoothly operating development function through timely and effective resolution of disruptions.
   f) Helps identify, cultivate, recruit, and develop fundraising volunteers and leadership. Trains, places, coordinate and supervises fundraising volunteers.
g) Establishes personnel accountabilities for development staff and evaluates performance regularly.  
3. Works with the chief executive officer, development committee(s) chair(s) and chair of the governing board to ensure fulfillment of fund development roles and facilitate the optimum interaction between management and volunteers.  
a) Engages people in process, encourages questioning, and promotes participatory decision-making.  
b) With the development committee(s) chair(s), develops agendas for meetings so that the committees can fulfill their responsibilities effectively; develops an annual calendar to cover all crucial development issues in a timely fashion.  
c) Informs the chief executive on the condition of the organization’s fund development program and on all important factors influencing it.  
e) Annually, evaluates the performance of fundraising volunteers and reports to the Chief Innovation Officer with recommendations for board candidacy.  

Qualifications  
- 5-7+ years of fundraising experience with success identifying and soliciting 6- and 7-figure gifts  
- Demonstrated success setting and executing on fundraising strategy  
- Success creating, stewarding, and expanding relationships with high net-worth individuals, foundations, corporate, and government funders  
- Proven track-record of managing, mentoring, and inspiring a team  
- Experience successfully working closely with a senior leadership team through periods of significant organizational growth and change  
- Strong preference for experience supporting regional offices in their development efforts  
- Experience working within the education reform space preferred  
- Experience can be earned by college degree or demonstrated ability to meet the listed criteria.
Position Title: Deputy Chief Operating Officer for Talent Development and Human Resources
Department: Finance & Operations
Reports to: Chief Executive Officer, Deputy Chief Executive Officer and the ***Chief Academic Officer on a limited bases***
Reporting to this position: Finance Coordinator, Compliance Coordinator, Marketing Promotions and Recruitment Coordinator

Job Summary
The Deputy Chief Operating Officer for Talent Development and Human Resource Officer is responsible for determining providing leadership in developing and executing talent development and human resources strategy in support of the overall school plan and strategic direction of the organization, specifically in the areas of succession planning, talent management, change management, organizational and performance management, training and development, and compensation. The Deputy Chief Operating Officer for Talent Development and Human Resource Officer provides strategic leadership by articulating Human Resource needs and plans to the executive management team, and to the board of directors.

Nature and Scope of Position
- Establish and implement HR efforts that effectively communicate and support the school's vision and strategic vision.
- Develop HR plans and strategies to support the achievement of the overall school business objectives.
- Function as a strategic business advisor to the executive/senior management of each department or specialty group regarding key organizational and management issues.
- Working with the school's executive management, establish a sound plan of management succession that corresponds to the strategy and objectives of the organization.
- Develop comprehensive strategic recruiting and retention plans to meet the human capital needs of strategic goals.
- Develop and implement comprehensive compensation and benefit plans that are competitive and cost effective for the school.
- Provide overall leadership and guidance to HR function by overseeing talent acquisition, career development, succession planning, retention, training and leadership development, compensation and benefits.

Qualifications:
- A BS/BA degree from an accredited college/university.
- MBA/MA/PHR or SPHR preferred.
- Travel as appropriate to implement strategic HR initiatives approximately 25-45%.
- MS Office
Position Title: Director of Communications & External Affairs  
Department: Community Development & External Relations  
Reports to: Chief Executive Officer and Chief of Government and Community Relations  
Reporting to this position: None

Job Summary

The Director of Communications will be responsible for implementing a strategic, integrated communications plan to promote the activities and mission of CEC as well as the importance of education. This person will be responsible for the following tasks:

Nature and Scope of Position

- Sets and manages CEC's communications calendar; including a balance between print and digital strategies for communicating CEC's specific programs and organizational brand
- Create and contributes to all institutional communications including, direct and online marketing, collateral materials, website, monthly e-newsletter and support for institutional advancement.
- Work with outside consultants to clarify CEC brand, including visual elements and messaging.
- Work with outside firm to manage a redesign of the CEC website
- Design and implement social media strategies to serve our constituencies and increase organizational visibility
- Work with the CEC executive team in creating and responding to new media opportunities that may include blogging and other social media tools.
- Ensures consistent communication of the organization's image and position both within the organization and externally to all constituencies.
- Other duties as assigned.

Qualifications:

- Bachelor's degree required, advanced degree preferred
- Minimum 7 years of experience successfully managing marketing functions and/or marketing professionals
- Knowledge of and experience with marketing, communications, online marketing, digital and social media, and public relations.
- Articulate, with proven ability to communicate well both verbally and in writing;
- Skilled at writing materials that target key messages to diverse audiences, evoke a specific voice and style and support project objectives.
- Strong graphic design sense
- Experience managing a website redesign, and/or a rebranding process
- Ability to think creatively, strategically, and tactically and to work collaboratively
- Capacity to work with a wide variety of internal and external clients
- Strong commitment to the mission of CEC, familiarity with education is a plus
- Prior experience working with nonprofit organizations preferred
- Demonstrated ability to manage multiple, competing priorities and projects, and meet deadlines
- High energy, positive, "can-do" attitude, flexibility, teamwork, and attention to detail
- Or any other combination of applicable education, training and experience which provides the knowledge, abilities, and skills necessary to perform effectively in the position.

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Position Title: Director of Special Education and Student Supportive Services
Department: Academic & Programs
Reports to: Chief Academic Officer, Deputy Chief Academic Officer for Curriculum and Instruction, Principal and the **Chief Innovation & Implementation Officer**
Reporting to this position: Special Education Teachers, Student Teachers and Aides

Job Summary

The Director of Special Education and Supportive Services shall assume responsibility for planning, development, coordination, and management of all special education programs, services, budgets and personnel. The Director of Special Education and Supportive Services shall ensure compliance with state, and federal regulations governing the delivery of services to students with disabilities or special needs.

Nature and Scope of Position

1. Oversee administration of CEC operated Special Education classroom programs.
2. Create / provide effective technical assistance in a variety of formats and venues to diverse constituencies on issues pertaining to special education.
3. Supervise the teachers and student teachers of special education services.
5. Administer professional development in all areas of special education.
6. Implement and train individuals in “best practices” related to special education.
7. Facilitate team building throughout CEC.
8. Provide leadership on implementing systemic changes to improve the overall delivery of special education programming and services.
10. Utilize the school management information systems; state databases/reporting systems, word processing, spreadsheets and other computer applications.
12. Assist in the hiring, training, evaluating and supervising program and support staff.
13. Provide long range vision/recommendations regarding Special Education programs and services.
14. Work with and understand perspectives from the State Department of Education, CEC, chief academic officer, principals, teachers, school staff, parents, students and community agencies.
15. Write short and complete policies and procedures for special education that are understood by all.
16. Track, monitor, and assist in the correction of monitoring issues.
17. Be an advocate for student success.
18. Delineate special education roles and responsibilities of all staff.
19. Establish effective and efficient communication and team processes.
20. Positively represent the district, students, parents, staff, and community.
21. Perform ongoing analysis of needs and determine how to improve effectiveness and efficiency of special education programming and services.
22. Guide the alignment of special education and general education curriculum with the DCAOCI.
23. Serve as an advisor for all special education legal issues.
24. Mediate contentious IEPs and compliant resolutions.
25. Maintain regular contact with all administrators. Serve as the resource person and primary contact for all special education matters.
26. Arrange special education transportation as appropriate.

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27. Develop action plans to address all areas of essential compliance.
28. Adhere to policies and procedures of CEC and the respective School District and the State Department of Education.
29. Complete assigned responsibilities within agreed upon timelines.
30. Implement procedures for referral evaluation, placement, assignment and re-appraisal of students with regard to the special education services program.
31. Manage interviewing of new special education personnel.
32. Perform additional tasks, responsibilities and duties as assigned by the Chief Academic Officer or designee.

Qualifications:

1. Masters Degree, with academic training in special education including work in the areas of testing, statistics, and curriculum for special education.
2. Teaching certification including full approval of at least one area of special education.
3. Full or temporary approval as a state Director of Special Education as determined by the state and district criteria.
4. Applicable state administrator certification or must be enrolled in an administrative certification program within six months of employment and completed within three years.
5. Extensive experience in implementing the consultation model for assessment/diagnostic services.
6. At least three successful years of K-12 teaching experience in Special Education.
7. At least one year of successful experience as a Director of Special Education in an approved Special Education program preferred.
8. Knowledge of AdvancED, and the Continuous Improvement Monitoring Systems (CIMS)
11. High level of interpersonal and leadership skills.
12. Such alternatives to the above qualification as the Chief Academic Officer may find appropriate.
Position Title: Director of Student Success Center & School Advisory Council  
Department: Community Development  
Reports to: Chief of Government and Community Relations and the Chief Innovation Officer on a limited base.  
Reporting to this position: Chairperson of the School Advisory Council, School Social Worker and the Education to Career Coordinator

Job Summary

The Director of Student Success Center & School Advisory Council (DSSC&SAC) will work collaboratively with all members of the Executive Leadership Team, Parents and Community Groups to ensure coordinated and consistent implementation of innovative programs focused on educating parents on at home learning techniques for continued student progress, providing social service assistance to students and parents in need of services, improving student achievement through programs and supportive staff located within the student success center. Also, give direction to the School Advisory Council and Community Groups in developing our school and community partnerships.

Nature and Scope of Position

- Provides leadership to staff located in the Student Success Center;
- Gives direction to the School Advisory Council on particular issues and areas of concern to the school;
- Directs programming located within the Student Success Center;
- Conducts evaluations of key program initiatives as a means of informing the Chief of Government and Community Relations & Chief Innovation Officer as to the effectiveness of CEC programming and recommendations for improvement;
- Sets priorities and measurable goals with the Chief of Government and Community Relations & Chief Innovation Officer;
- Develops and maintains clear and inclusive decision-making processes to ensure integration of academic supports and services to parents and stakeholders;
- Presents information to the CEO, DCEO and Board of Directors when required.

Qualifications:

- Bachelor's degree from an accredited college or university in community development, education administration, business administration or organizational development (Masters preferred);
- In lieu of the above listed qualifications we will accept a minimum of 5 years of community outreach and engagement work a High School Diploma, Associates Degree or 60 credit hours or more earned in one of the fields listed above.
- Community and student programming experience;
- Experience managing staff and managing a variety of programs and initiatives;
- Experience in project management, including the ability to deploy resources and manage multiple projects;
- Or any other combination of applicable education, training and experience which provides the knowledge, abilities, and skills necessary to perform effectively in the position.
Position Title: Director of the Parent University
Reports to: Chief Innovation and Implementation Officer
Reporting to this position: None

Job Summary

Research shows that when families are involved in learning, they will play an active role in the educational process. This increase in parental engagement will positively contribute to children's academic and social success. The Parent University engages parents in innovative and meaningful partnerships for learning. The Parent University partners with internal district/CEC departments, academic institutions, community and faith-based organizations and city agencies to equip families with additional skills, knowledge and resources. Classes offered through the Parent University, provide training in life skills such as character development and financial literacy, and will equip families with tools that they can use to encourage their children to become successful. Classes are offered at school locations and in different languages.

Nature and Scope of Position

- Provide an educational platform to build strong parent-teaching communities that will increase student achievement in all CEC schools.

- Collaborate with internal CEC/District departments to ensure families are provided with the access, opportunities and tools they will support literacy at home as well as resources to advocate for their children's education.

- Collaborate with adult literacy programs and higher education institutions to fulfill the commitment of CEC's education initiative to increase the number of residents and parents of our students going to college.

- Provide resources and collaborative opportunities for adults who wish to achieve their own personal academic and non-academic goals.

- Provide a program within the context of adult continuing education to support adult literacy and employment opportunities.

Qualifications

- A minimum of 10 years experience in a teaching, community outreach or literacy position.
- Familiarity with adult education and social service programs.
- Prior experience with Ameri-Corps., City Year or the Peace Corps.
- A Bachelors Degree Preferred, a minimum of a High School Diploma required.
Position Title: General Counsel  
Department: Legal Affairs and School Safety  
Reports to: Chief Executive Officer, Deputy Chief Executive Officer and Board of Commissioners  
Reporting to this position: Director of School & Student Safety, Deans of Safety & Conduct and Noon Time Aides  

Job Summary  
The General Counsel serves as the chief legal officer of Commonwealth Education Connections, Inc. and a member of the President & Chief Executive Officer's senior management team. The General Counsel represents and directs the representation Commonwealth Education Connections, Inc. in all legal matters; serves as legal advisor to the President & Chief Executive Officer, Board of Commissioners, and senior administrators; and serves as a resource on legal matters and issues of institutional procedure and governance.

The General Counsel reports to the President & Chief Executive Officer and oversees or handles all legal aspects of transactional and regulatory matters related to Commonwealth Education Connections, Inc., including directing associate counsels employed by the Commonwealth Education Connections, Inc. and outside counsel retained to represent Commonwealth Education Connections, Inc. The General Counsel also supervises certain functional offices assigned by the President & Chief Executive Officer such as Internal Audit with the Chief Finance & Operating Officer and Affirmative Action with Deputy Chief Operating Officer for Talent Development & Human Resources.

Nature and Scope of Position  
- Provides advice regarding all legal matters involving outside agencies or complainants.  
- Responsible for providing legal representation, advice, counsel, and opinions in all areas of law affecting Commonwealth Education Connections, Inc. including corporate, student, and faculty affairs, academic programs, promotion and tenure, athletics, research compliance, trademark licensing, intellectual property, technology transfer, international agreements, regulatory compliance, privacy law, real estate, open records, all aspects of employment law, important legal documents and agreements, and Commonwealth Education Connections, Inc policies and procedures.  
- Provides legal oversight of issues related to education, risk management, and CEC contracts, agreements, and related matters; provides advice and representation concerning CEC's participation in joint ventures with other schools, healthcare, business entities, non-profits, or governmental organizations in the United States or abroad.  
- Brings legal issues and concerns to the attention of senior administration and assists in developing related CEC policies.  
- Participates in discussions of CEC strategy and policy as a member of the President & CEO's cabinet.  
- Attends Board of Commissioners meetings and serving as Attorney to the Board in legal matters.  
- Provides counsel and advice concerning compliance with federal and state statutes and regulations affecting education, including teaching and research services at CEC.  
- Acts as a resource on the interpretation of existing or proposed local, state, or federal laws and regulations.  
- Provides legal representation, advice, and opinions in monitoring and resolving disputes that may lead to litigation.

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- Arranges and supervises outside attorneys who provide legal advice or representation in areas of special expertise or in litigation.
- Maintains a current knowledge of legal issues of importance to the organization through participation in continuing legal education and membership in appropriate bar and professional associations.
- Assists as needed with CEC responses to external requests for information, reporting, complaints, or citations from external governmental or non-governmental organizations.
- Oversees requests for documents under federal and state open records laws and regulations.
- Directs operations in the Legal Affairs and School Safety office, including supervising a team of associate counsel, chief of school and student safety, dean(s) of student safety and noon-time-aides located at multiple campuses.
- Prepare and administer the department budget along with the Chief Finance & Operating Officer.
- Performs other duties as assigned by the President & Chief Executive Officer.

Qualifications:

- Juris Doctorate degree from a law school approved for accreditation by the American Bar Association, a member in good standing of the Bar of the supreme court of the state in which he or she practices law, and the prompt eligibility for such license and standing in any state.
- A minimum of six years of legal practice experience in a relevant area, having attained a senior position of responsibility in firm, corporation, government agency, or other organization that employs him or her. Five years as general counsel or associate counsel of a large educational, non-profit, for-profit, or governmental organization, or equivalent role as outside counsel, is preferred.
- A minimum of five years of experience in supervising the work of other lawyers.
- Significant experience in legal matters or representation of a corporation, organization or government agency.
- Record of exercising excellent judgment on behalf of clients including large and complex organizations and issues.
- Commitment to the highest ethical and professional standards; personal and professional integrity beyond reproach; unquestioned discretion in maintaining confidentiality.
- Excellent written and oral communications skills in public and private settings with diverse audiences; ability to translate complex legal issues for a lay audience.
- Strong leadership and interpersonal skills, able to collaborate with a diverse population, and ability to relate well with Commissioners, senior administrators, student, faculty, staff, government officials, and external audiences.
- Ready availability at all times in person or electronically to the president & CEO and senior administrators in case of emergency.
- Possession of a valid motor vehicle driver's license or access to reliable transportation.
Position Title: Deputy Chief Executive Officer
Reports to: Chief Executive Officer
Reporting to this position: All Department Heads

Job Summary

• Provide policy advice and support to the Chief Executive Officer (CEO)
• Provide leadership in the development and implementation of appropriate operational policies to support the objectives of the Board of Directors and complies with the Charter Agreement.
• Oversee and manage the preparation of periodic administrative and compliance reports with the Chief Financial Officer and Chief Academic Officer.
• Assist the CEO in formulating implementation plans, including the preparation of budgets, work plans, procurement plans and monitoring and evaluation plans.
• Provide leadership, coordination and day-to-day management of the administrative and accountability functions of the school, including financial management, procurement, legal affairs in conjunction with the Corporation Counsel, monitoring and evaluation, public outreach and human resources, and ensure that the operations of the school are in full compliance with local and state regulations and with Board of Directors requirements and standards.
• Assist the CEO in ensuring continuous improvement of operational efficiency during implementation of policies and procedures.
• Work closely with the Chief Academic Officer, Chief Financial Officer and assigned Board Committees for Project Management to facilitate the timely exchange of operational information and the adherence to Board and School District requirements and standards.
• Act as officer-in-charge in the absence of the Chief Executive Officer (CEO)
• Manage the work of all employees, and make recommendations to the CEO regarding staff retention and related issues in conjunction with the Deputy Chief of Finance/Talent Development and Human Resource Officer.

Qualifications

• A degree in business administration, public administration, economics, financial management, or related field, an advanced degree is preferred
• At least five to ten (5-10) years of relevant experience in a senior management position in a reputable non-profit, private organization and/or government agency
• Demonstrated experience and proven management skills in managing a department or unit with at least ten (10) personnel
• Demonstrated experience managing multi-disciplinary projects
• Capacity for building and maintaining productive relationships with a wide range of actors, including national and local government officials, civil society organizations, and donors
• Solid computer skills in email, word processing, spreadsheets, the Internet, and some familiarity with Management Information Systems
• Excellent written and verbal communication skills
Position Title: Principal
Department: Academics & Programs
Reports to: Board of Commissioners, CEO, Chief Academic Officer, Deputy Chief Academic Officer for Curriculum and Instruction and the **Chief Innovation & Implementation Officer** on a limited bases
Reporting to this position: Vice Principal, SLC Leaders, Teachers and Para-Professionals

Nature and Scope of Position

• **Supervises all school personnel**, directly and/or indirectly

• **Purpose**: To serve as the administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member with the Chief/Deputy Academic Officers.

• **General Planning**: conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.

• **General Coordination**: ensures that the school program is compatible with the legal, financial and organizational structure of the school system. The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community with the Chief/Deputy Academic Officers.

• **Enhancement of Personnel Skills**: provides activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.

• **School Objectives**: identifies the annual objectives for the instructional, extracurricular, and athletic programs of the school with the Chief/Deputy Academic Officers.

• **Curriculum Objectives**: ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The principal provides opportunities for staff participation in the school program with the Deputy Chief Academic Officer for Curriculum and Instruction.

• **Establishes Formal Work Relationships**: evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The principal supervises and appraises the performance of the school staff.

• **Facilitates Organizational Efficiency**: maintains inter-school system communication and seeks assistance from central office staff to improve performance. The principal maintains good relationships with students, staff, and parents. The principal complies with established lines of authority.

• **New Staff and Students**: orients and assists new staff and new students and provides opportunities for their input in the school program.

• **Community**: encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members in conjunction with the Department of Community Development and External Affairs.

• **Supplies and Equipment**: manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.
• **Services**: organizes, oversees, and provides support to the various services, supplies, material, and equipment provided to carry out the school program. The principal makes use of community resources.

Qualifications:

• Bachelor's degree from an accredited college or university in education administration, business administration or organizational development (Masters preferred);
• Community and student programming experience;
• Experience managing staff and managing a variety of programs and initiatives;
• Experience in project management, including the ability to deploy resources and manage multiple projects;
• Principal Certification
• An Innovative Leadership and Management Style
Position Title: Special Assistant & Chief of Staff to the Board of Commissioners
Department: Board of Commissioners/Executive
Reports to: Chief Executive Officer and Chairman of the Board of Commissioners
Reporting to this position: Administrative and Clerical Staff

Job Summary
The Special Assistant & Chief of Staff to the Board of Commissioners serves as the chief clerk of the Board of Commonwealth Education Connections, Inc. As a member of the President & Chief Executive Officer's senior management team. The Special Assistant to the Board of Commissioners & Chief of Staff directs all Board operations and prepares all Board meetings and materials in accordance with all applicable job responsibilities and duties.

Nature and Scope of Position
- Prepare correspondence for President & CEO and Board of Commissioners.
- Directs the day to day management of the administrative and clerical staff.
- Recording Secretary at Board meetings as well as selected hearings and committee meetings.
- Prepare minutes for regular and closed session meetings of the Board.
- Index and maintain index file of Board minutes.
- Prepare preliminary, revised and final agenda for Board meetings; prepare agenda, agenda substantiation, and backup materials for Board packets.
- Organize all aspects of regular and special Board elections, including ordering of election materials.
- Prepare mail and collect signed contracts with contractors.
- Prepare correspondence sent to all Board Members.
- Handle nominating petitions for candidates of the Board of Commissioners.
- Process and transmit all necessary paperwork to the General Counsel relating to elections.
- Maintain policies, administrative guidelines, and form manuals for the Board and President & CEO.
- Maintains calendar and schedules meetings for groups in the Board Room, and conference room.
- Prepares reports as necessary.
- Arranges registration for overnight lodging for President & CEO and Board as necessary for conferences.
- Prepares preliminary schedule of Board meetings for the year: date, time and place.
- Post special meetings of the Board.
- Maintains communication with executive office on use and scheduling of their facility for committee and Board meetings.
- Maintains permanent records of Board meeting minutes, personnel directories, and permanent election materials.
- Prepares forms, coordinates Board member schedules helps tabulate scores for Principal evaluation process.
- Prepares preliminary schedule of all meetings for Management Team and School Advisory Council and appropriate committees.
- Performs other duties as assigned by the President & Chief Executive Officer and the Chairman of the Board of Commissioners.

Qualifications:
- Minimum qualifications High School Diploma, Associate's degree in Business/Office Administration, bachelor's degree preferred.
- Five year's prior work experience in related field.
- High degree of proficiency in office procedures, typing and machines.

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• Must maintain confidentiality at all times.
• Knowledge and practical experience regarding computer skills, including Microsoft Word and Excel Programs.
• Ability to work independently and make decisions in accordance with established policies and regulations.
• Familiar with networks and data backup procedures.
• Good health, high moral character and good attendance record.
• Polite, courteous and tactful with the public.
• Such other qualifications as the President & CEO deem acceptable.
Position Title: Teacher
Department: Academics & Programming
Reports to: Chief Academic Officer, Deputy Chief Academic Officer for Curriculum and Instruction, Principal and the **Chief Innovation & Implementation Officer and Deputy Chief Operating Officer for Talent Development and Human Resources**
Reporting to this position: None

Job Summary
To be an innovative, passionate and energetic about enhancing, transforming and reforming the way education is traditionally thought of for our students.

Nature and Scope of Position
- Handling a classroom of students and teaching them the subject that has been assigned
- Teach all the subjects, if have been assigned to teach so
- Take daily attendance and teach students proper behavior
- Maintain discipline amongst students, and make sure that they dress properly
- Assign homework and tasks that will help in their overall development to students
- Find new and productive ways of teaching students, that will help them learn faster, and more efficiently
- Pay special attention to weak students, and students with learning disabilities like dyslexia
- Communicate with parents of each student, and inform them of their child's development in school
- Coordinating with other colleagues and the principal of the school
- Teach students of ethical and moral ways to live in the society
- Maintain good and friendly relationships with the students and their parents, so that they can communicate openly with the teacher
- Teach from the curriculum decided by the educational authorities, but also give suggestions for improving it
- Encourage students to take part in developmental extracurricular activities, and recognize where the students' talents should be put to good use
- Finish the course on time and teach the students performance targets set by the school
- Complete all other tasks and duties given by the Supervisor on time
- Attend all the students and teachers meeting
- Participate in all the school’s functions

Other Duties
- Should have good knowledge in the latest technology
- Should keep self updated on latest developments in the field of education
- Should be available during examinations for taking on the role of an Invigilator
- Stop students from partaking in any malpractices during examination

Qualifications:
- A Bachelor's or a Master's degree from a reputed institute, college or university
- Should fit into the requirements for the job set by State, District and City
- If teaching a specialized subject, should have the qualifications for that subject
- State Certification
- Experience in the field (required by some schools)
- Knowledge in technology
- Or any other combination of applicable education, training and experience which provides the knowledge, abilities, and skills necessary to perform effectively in the position.

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Commonwealth Education Connections, Inc.
Staffing Plan & Organizational Chart

Please Note: All positions listed may be adjusted based upon organizational needs and fiscal feasibility.
Only positions listed with the (*) need to them will be funded in first operation year.
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Commonwealth Education Connections, Inc.
By-Laws Appendix
By-Laws of
COMMONWEALTH EDUCATION CONNECTIONS INC. CHARTER SCHOOL
A Public Charter School

SECTION 1: General Provisions

1.1 Legal Status. This organization is a public school chartered by the State of Pennsylvania pursuant to Pennsylvania Charter School Laws the Board of Directors is a public entity and the members thereof are considered public officials.

1.2 Name and Purpose. The name of the organization is Commonwealth Education Connections Cyber Charter School (the “School”) or will be known as CEC Charter School. As set forth in the Charter, the mission of the School is to place its students on a successful path to college and instill them with the strength of character needed to achieve their full life potential.

1.3 Charter. The name and purposes of the School shall be as set forth in its Charter, as amended from time to time. The Charter is hereby made a part of these By-Laws, and the powers of the School and of its Directors and officers, and all matters concerning the conduct and regulation of the affairs of the School, shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these By-Laws, the Charter shall be controlling. All references in these By-Laws to the Charter shall be construed to mean the Charter as from time to time amended.

1.4 Location. The principal office of the School shall be in Philadelphia, PA. The Chief Executive Officer may change the location of the principal office in the State of Pennsylvania; provided, however, that all changes will be reported to the Pennsylvania State Department of Education and the City School specifying the street address of the new principal office of the School. The Chief Executive Officer may establish other offices and places of business in Pennsylvania or elsewhere.

1.5 Fiscal Year. Except as from time to time otherwise determined by the Board of the School, the fiscal year of the School shall begin on the first day of July in each year and end on the last day of June in the

1.6 Corporate Seal. The common seal is, and until otherwise ordered and directed by the Board of Directors shall be, an impression upon paper bearing the name of the School, the date “2016” and such other device or inscription as the Board of Directors may determine.

SECTION 2: Board of Trustees

2.1 Powers. A Board of Directors shall manage the affairs of the School and shall have and may exercise all the powers of the School, except as otherwise provided by law, by the Charter or by these By-Laws. Except as otherwise prohibited by law, the Charter or these By-Laws, and subject to the additional approval of the local school committee or the superintendent where applicable, the exclusive powers of the Board of Directors shall include but not be limited to the power to: (i) purchase or sell real property, (ii) pledge, assign, create liens on or security interests in the real or personal property of the School, (iii) establish or modify investment policies, (iv) appoint or remove the Principal, (v) hire, from time to time, a Principal and/or a School Management Organization (SMO), only when presented by the Chief Executive Officer, the Board shall not delegate its legal or fiduciary responsibilities to any other person or party with the exception of the Corporation Counsel and Chief Financial Officer, nor shall the Board assign to any person or party any of its responsibilities under the Charter or by law, including without limitation the Board’s responsibilities, (vi) determine the general policies of the School in accordance with the school’s charter and state and federal law, and to see their faithful execution, and (vii) manage the financial affairs of the School in conjunction with the Chief Financial Officer to ensure the School’s financial stability and the continued integrity of its academic programs, including the power to borrow and incur indebtedness for the purposes of the School when presented with this option by both the CEO and CFO, and to approve its annual operating and capital budgets.
2.2 **Responsibilities.** Since the Board holds the charter from the state, members of the Board of Directors shall: (i) comply with all applicable laws and regulations, (ii) ensure that the School is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal.

2.3 **Number of Directors.** The Board of Director shall consist of no fewer than three and no more than five on the school level and eleven on the national level. The Directors shall be elected in accordance with Section 2.6.

2.4 **Term of Office of Directors.** All Directors shall hold office for five years from the time of their election or appointment and thereafter until their respective successors are chosen and qualified, provided that the initial Board was elected to and shall serve terms of five years to allow for the rotation or retention of the Directors every five years. Also temporary board members may be placed on the Board to fill or replace a member’s seat.

2.5 **Term Limits.** Directors may be elected to successive terms. Directors may serve up to five consecutive five-year terms, provided that each Director shall be duly elected for each term in accordance with Section 2.6. Each Director must be in good standing and meet the good standing requirements for election or re-election. The Chief of Staff & Special Assistant to the Board shall notify each member if s/he is in good standing. If a member is not in good standing the Chief Executive Officer and members of the nomination committee will determine if the Director is eligible or ineligible for election or re-election.

2.6 **Election of Director.** Director shall be elected or appointed by the CEO at any meeting of the Board of Director’s by the affirmative vote of two-thirds (2/3) of the Directors present at a meeting at which a quorum is present. A Director elected to fill an unexpired term shall have tenure only to the end of such term. The Board of Directors may exercise all their powers notwithstanding the existence of one or more vacancies in the Board. Vacancies in any office may be filled by the Chief Executive Officer by formal notice or nomination to the Board.

2.7 **Resignation and Removal.** Any Director may resign at any time by delivering a written resignation to the Chair of the Board or to the CEO’s office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new Director, the School formally encourages Directors intending to resign or to decline nomination to provide notice of the Directors’ intent as much in advance of the annual meeting as possible. Any Director may be removed from office with or without cause by an affirmative vote of two-thirds (2/3) of the Director then in office or by the CEO’s mandate or by the National Board of Governors at its next meeting. A Director may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Directors.

2.8 **Open Meeting Law.** All meetings of the Board, whether regular, special or annual, require that notice be given of the time, date and location of each meeting and a listing of the topics the Chair reasonably anticipates will be discussed at the meeting, in accordance with Open Meeting Law, as amended from time to time, or any successor statute. Except as otherwise , (i) any deliberation (which includes any oral or written communication through any medium, including email) between or among a quorum of the Directors with respect to any matter within the Board’s jurisdiction shall be open to the public and (ii) no executive session shall be held until (a) the Board of Director shall have first convened in an open session for which notice shall have been given in accordance with law, (b) a majority of the Directors at such meeting shall have voted to go into executive session, (c) the vote of each Director shall have been recorded on a roll call vote and entered into the minutes, and (d) the Chair (or other person presiding over the meeting) shall have cited the purpose of the executive session, stating all subjects that may be revealed without compromising the purpose for which the executive session was called, and shall have stated whether or not the Board of Director shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

2.9 **Annual Meeting.** The Directors shall meet annually in the month of June at the CEO’s office of the School, or at such place and at such time as the Board of Directors shall determine, except that such date shall not be a legal holiday. If the annual meeting is not held in the specified month, the Directors may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the
same force and effect as if transacted or held at the annual meeting. Notice of the annual meeting setting forth the date, time, and place of any such meeting shall be mailed or emailed to all Trustees at the Trustees' usual or last known business or home address or email address not less than seven (7) days prior to the date of the annual meeting.

2.10 Regular Meetings. Regular meetings of the Director may be held without call or notice to the Directors at such places and times as the Directors may from time to time determine; provided, however, that any Director who is absent when such determination of a future meeting is made shall be given notice as provided in Section 2.12 of these By-Laws. The Directors shall hold no fewer than four regular meetings annually.

2.11 Special Meetings. Special meetings of the Directors may be held at any time and place when called by the Chair of the Board or by two or more Directors. Notice of any special meeting shall be given as provided in Section 2.12 of these By-Laws.

2.12 Notice of Meetings. Public notice of such meetings shall be given as required by law. Notice of the date, time and place of all regular and special meetings of the Directors shall be given to each Director by the Chair or the Special Assistant to the Board or, in case of the death, absence, incapacity or refusal of the Chair or the Special Assistant to the Board, by the officer or one of the Directors calling the meeting. Such notice shall be given to each Director in person or by telephone, telegram, facsimile transmission or email sent to such Director's usual or last known business or home address at least twenty-four (24) hours in advance of the meeting, or by mail addressed to such business or home address and postmarked at least forty-eight (48) hours in advance of the meeting. Except as required by law, notice of any meeting of Directors need not be given: (i) to any Director who, either before or after the meeting, delivers a written waiver of notice, executed by the Director which is filed with the records of the meeting; or (ii) to any Director who attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice. Except as otherwise required by law, the Charter, or these By-Laws, a notice to Directors or waiver of notice by Directors need not specify the purpose of any regular or special meeting unless such purpose is (i) the amendment or repeal of any provision of the Charter or these By-Laws or (ii) the removal of a Director or an officer.

2.13 Records. The Board will maintain a record of every meeting including the date, time and location of the meeting, the members present or absent, a summary of the discussions on each subject, a list of documents and other exhibits used at the meeting, and the decisions made and actions taken at the meeting, including votes taken. These records shall comply with the Open Meeting.

2.14 Board Attendance Policy. The School formally encourages Directors to attend every meeting of the Board of Directors. In the event a Director cannot attend a meeting he is encouraged to notify the person who will be running the meeting (usually the Chair or Vice Chair of the Board) of his intended absence by 12 p.m. on the day of the meeting (a “Notified Absence”). A Director will be deemed to have an attendance problem if any of the following conditions occur: A) two consecutive un-notified absences; B) Three consecutive Notified Absences; or C) Absences of any character which together constitute absence from one-third of the Board meetings in a single fiscal year. If a Director does violate the policy in any one of the three manners described above, the Chair will bring the matter to the Board for discussion and vote on possible removal of the Director in accordance with Section 2.7 above.

2.15 Action at Meetings: Recusal.

2.15.1 Quorum, Voting. A majority of the Directors then in office shall constitute a quorum, but a lesser number may, without further notice, adjourn the meeting to any other time. At any meeting of Directors at which a quorum is present, the vote of a majority of those Directors present shall decide any matter unless the Charter, these By-Laws or any applicable law requires a different vote. A special majority (2/3 vote) is required in, but not limited to, the following circumstances: (i) the election or removal of Directors, (ii) the alteration of, amendment to or repeal of these By-Laws, and (iii) the adoption of new By-Laws.
2.15.2 **Recusal.** A Director shall promptly disclose to the Board of Directors and the CEO material terms of any proposed transaction involving the School with respect to which such Director may have a conflict of interest. The disclosure shall include all material facts regarding the terms of the transaction, the interest of the School in the transaction, the interest of the Director in the transaction, and any relationship that the Director may have with other parties involved in the transaction. Common or interested Directors may be counted in determining the presence of a quorum at a meeting of the Directors or of a committee thereof which authorizes, approves or ratifies the contract or transaction only when the CEO makes contractual recommendations to the Board. However, any common or interested person shall recuse himself or herself from any vote regarding the transaction and shall not participate in any discussion of the merits of the transaction during any meeting of the Board of Directors, provided that the Director may answer factual questions regarding any matter required to be disclosed to the Board of Directors under this Section 2.15.2.

2.16 **Committees.** The Directors may elect or appoint such committees (which may include individuals who are not Directors of the School) as they may from time to time determine necessary or advisable, and may delegate, to the extent permitted by law, the Charter or these By-Laws, such powers and duties thereto as they may deem advisable; provided, however, that any committee to which the powers of the Directors are delegated shall consist solely of Directors; and further provided, that all committees shall be chaired by a Director. There shall initially be a governance committee, a development committee, a special education committee, rules and administration committee and a finance/innovation committee. At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the elected members of such committee. Any committee may, subject to the approval of the Board of Directors, make further rules for the conduct of its business. However, unless otherwise provided by vote of the Board of Directors or by rules established by the Board of Directors. The members of any committee shall serve on such committee at the pleasure of the Directors. Meetings of any committees shall comply with the Open Meeting Law. The CEO has the power and authority to remove or appoint any member of a committee, this isn't subject to the Board of Directors approval or denial.

2.17 **Censorship, Reprimand and Removal for Dereliction of Duty.**

Any officer may be censured, reprimanded or removed from the office for dereliction of duty or conduct detrimental to the organization, its parent company or affiliates. Such action may be initiated when the Board of Directors receives formal and specific charges against an officer.

A. If the Board of Directors deems the charges to be sufficient, the person charged shall be advised in writing of the charges.

B. A statement of the charges shall be sent by certified or registered mail to the last recorded address of the officer at least ten (10) days before final action is taken.

C. The statement shall be accompanied by a notice of the time and place of the meeting of the Board of Directors at which time the charges shall be considered.

D. The officer shall have the opportunity to appear in person and present any defense to such charges before action is taken.

E. Censure, reprimand or removal shall be by two-thirds (2/3) vote of the remaining membership of the Board of Directors or by mandate of the National Board of Governors.

2.18 **Reservation of Powers.** None of the following actions may be taken by the Board of Director's without prior consent from the CEO or National Board of Governors are as follows:

(a) to amend the Articles of Incorporation of the Charter School;

(b) to dissolve or liquidate the School without the charter being in revocation or consent from the National Board of Governors;
(c) to merge or consolidate the School; and
(d) to convey, sell or transfer substantially all the School's assets.

SECTION 3: Officers

3.1 Officers and Agents. The officers of the School shall consist of a Chair of the Board of Trustees, a Vice Chair, a Treasurer, a Clerk, and such other officers as the Trustees may determine from time to time. The School may also have such agents, if any, as the Trustees may appoint.

3.2 Election and Tenure. The Chair, Vice Chair, Treasurer and Clerk shall be elected annually by the Trustees at the annual meeting of the Board of Trustees. Any other officers deemed necessary or desirable by the Trustees may be elected by the Trustees at any time. Except as otherwise provided by law, the Charter or these By-Laws, all officers shall hold office until the next annual meeting of the Trustees or the special meeting held in lieu thereof, and thereafter until their respective successors are chosen and qualified, unless a shorter term is specified in the vote electing or appointing them. If the office of Chair, Vice Chair, Treasurer or Clerk becomes vacant, the CEO shall select a successor; if any other office becomes vacant, the CEO may select a successor. Each such successor shall hold office for the unexpired term and in the case of the Chair, Vice Chair, Treasurer and Clerk until a successor is chosen and qualified, or in each case until the officer sooner dies, resigns, is removed or becomes disqualified.

3.3 Resignation and Removal. Any officer may resign by delivering a written resignation to the Chair (in the case of resignation of the Chair, to the Vice Chair) or to the School at its Chief Executive Officer's office and such resignation shall be effective upon receipt, unless it is specified to be effective at some later time. The Trustees may remove any officer with or without cause by a vote of a majority of the Trustees then in office. An officer may be removed for cause only after reasonable notice and an opportunity to be heard by the Rules and Administration Committee. The Board also gives the authority to the CEO to remove any member the Board with or without cause and isn't subject to Board approval or denial.

3.4 Chair of the Board. The Trustees shall elect a Chair of the Board of Trustees. Except as otherwise provided by law, the Charter or these By-Laws, the Chair shall hold office until the next annual meeting of the Trustees or the special meeting held in lieu thereof, and thereafter until his successor is chosen and qualified, unless a shorter term is specified in the vote electing or appointing them. The Chair shall establish the agenda for all meetings of the Board of Trustees in consultation with the CEO's Office and, as appropriate in the discretion of the Chair, other members of the Board of Trustees. The Chair shall preside over all meetings of the Board of Trustees and shall have such other powers as the Board of Trustees shall determine. In the absence of the Chair at any meetings of the Board, the Vice Chair shall exercise the rights and perform the function of the Chair.

3.5 Vice Chair. The Vice Chair shall assist the Chair in overseeing the functions of the Board, and shall have such other powers as the Board of Trustees shall determine. In the absence of the Chair at any meetings of the Board, the Vice Chair shall exercise the rights and perform the function of the Chair. The Vice Chair shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees.

3.6 Treasurer. The Treasurer shall oversee the general financial affairs of the School in conjunction with the Chief Financial Officer, subject to the direction and control of the Board of Trustees. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees.

3.7 Clerk. The Clerk shall record and maintain records of all proceedings of the Trustees in a book or series of books kept for that purpose and shall give such notices of meetings of Trustees as are required by the Charter, these By-Laws or by law. The Clerk shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these By-Laws or by the Trustees. In the absence of the Clerk from any meeting of Trustees, a temporary Clerk designated by the person presiding at
the meeting shall perform the duties of the Clerk. That temporary Clerk shall be the Special Assistant to the Board.

3.8 Other Officers. Other officers shall have such duties and powers as may be designated from time to time by the Chair.

SECTION 4: Compensation and Personal Liability

4.1 Compensation. No Trustee or officer of the Board and Committees shall receive any compensation for services rendered as a Trustee or officer.

4.2 No Personal Liability. No Trustees or officers of the School, Board or Executive Staff shall be personally liable for any debt, liability or obligation of the School. All persons, corporations or other entities extending credit to, contracting with, or having any claim against, the School, may look only to the funds and property of the School for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the School.

SECTION 5: State Conflicts of Interest Requirements

5.1 State Conflicts of Interest Requirements. Directors are special state employees and must comply with the requirements of the State Conflicts of Interest Law. Directors shall file annual disclosure statements and all other disclosures required by law. All members of the Executive Staff must disclose Conflicts of Interest to the CEO only upon the request of the Board. The CEO will report all conflicts to the Rules and Administration Committee for review.

5.2 Chief Executive Officer’s Conflicts of Interest Requirements. The Chief Executive Officer must publicly report all Conflicts of Interest only at the expressed request of the Board and all conflicts must be reported to the Rules and Administration Committee for review.

SECTION 6: Miscellaneous Provisions

6.1 Execution of Instruments. Except as the Directors may generally or in particular cases authorize the execution thereof in some other manner, all deeds, leases, transfers, contracts, bonds, notes, checks, drafts and other obligations made, accepted or endorsed by the School shall be signed by the Chair or by the Treasurer or by the Clerk and the CEO and CFO of the school. The CEO shall have the determining decision on whether to approve or deny any transaction with or without Board approval or denial.

6.2 Corporate Records. The records of all meetings of Directors, the names and addresses of the Directors and officers of the School, and the originals or attested copies of the Charter and the By-Laws of the School shall be kept at the CEO’s office of the School, but such corporate records need not all be kept in the same office.

SECTION 7: Indemnification

7.1 Generally. The School shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as a Trustee, Chair, Vice Chair, Treasurer, Clerk or other officer of the School, each person who may serve or who has served at the request of the School as a Trustee, officer, employee or other agent of another organization, and each person who may serve or has served at its request in a capacity with respect to any employee benefit plan (collectively, "Indemnified Officers" or individually, "Indemnified Officer"), against all expenses and liabilities, including, without limitation, attorneys’ fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (a "proceeding") in which an Indemnified Officer may become involved by reason of serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless a majority of the full Board of Trustees authorized the proceeding); provided, however, that no indemnification shall be provided to such Indemnified Officer with respect to any matter as to which such
Indemnified Officer shall have been finally adjudicated in any proceeding (i) to have breached the Indemnified Officer's duty of loyalty to the School, (ii) not to have acted in good faith in the reasonable belief that such Indemnified Officer's action was in the best interest of the School, (iii) to have engaged in intentional misconduct or a knowing violation of law, or (iv) to have engaged in any transaction from which the Indemnified Officer derived an improper personal benefit; and further provided, that any compromise or settlement payment shall be approved by the School in the same manner as provided below for the authorization of indemnification. Any person who at the request of the School may serve or has served another organization or an employee benefit plan in one or more of the foregoing capacities and who shall have acted in good faith in the reasonable belief that his or her action was in the best interests of such other organization or in the best interests of the participants or beneficiaries of such employee benefit plan shall be deemed to have acted in such manner with respect to the School.

7.2 Advances: Repayment. Such indemnification may, to the extent authorized by the Board of Trustees of the School, include payment by the School of expenses, including attorneys' fees, reasonably incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the Indemnified Officer to repay such payment if not entitled to indemnification under this Section which undertaking may be accepted without regard to the financial ability of such Indemnified Officer to make repayment.

7.2. Advances: Repayment. Such indemnification with the exception of the CEO whose legal expenses or any expense are covered by the school in full, without repayment. All other Executive Staff shall have expenses paid and in the event the Executive Team Member is found “Guilty” s/he shall pay the school the “Full” amount spent unless otherwise negotiated. If the Executive Team Member is found “Innocent” s/he shall pay the school the “10 percent” of amount spent unless otherwise negotiated

7.3 Authorization. The payment of any indemnification or advance shall be conclusively deemed authorized by the School under this Section, and each Trustee, Officer, the CEO and CFO of the School approving such payment shall be wholly protected, if:
   (i) the payment has been approved or ratified (1) by a majority vote of the Trustees who are not at that time parties to the proceeding or (2) by a majority vote of a committee of two or more Trustees who are not at that time parties to the proceeding and are selected for this purpose by the full Board (in which selection Trustees who are parties may participate); or
   (ii) the action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to the School) appointed for the purpose by vote of the Trustees in the manner specified in clauses (1) or (2) of subparagraph (i) or, if that manner is not possible, appointed by a majority of the Trustees then in office; or
   (iii) the Trustees have otherwise acted in accordance with the standard of conduct applied to Trustees under the law, as amended from time to time; or
   (iv) a court having jurisdiction shall have approved the payment,
   (v) The CEO or CFO with one signature of a Board Member preferably the Treasurer or Chair. shall have the power to authorize payment.

7.4 Heirs, Executors and Administrators. The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of any Indemnified Officer entitled to indemnification hereunder.

7.5 Non-Exclusive Rights. The right of indemnification under this Section shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Section shall affect any rights to indemnification to which School employees, agents, Trustees, officers and other persons may be entitled by contract or otherwise under law.

7.6 Adverse Amendments. No amendment or repeal of the provisions of this Section which adversely affects the right of an Indemnified Officer under this Section shall apply. And furthermore this section of the By-Laws CANNOT BE AMENDED or REPEALED AT ANYTIME ONCE INITIALLY APPROVED.
7.7 **Employees and Agents.** To the extent legally permissible, the School may indemnify any employee or agent of the School to the extent authorized by the CEO. The foregoing provisions of this Section 7 shall apply to any indemnification of any employee or agent under this Section 7.7.

7.8 **Insurance.** The School shall purchase and maintain a Directors and Officers Liability Insurance Policy to provide for coverage in the case of personal liability of an Indemnified Officer.

**SECTION 8: Executive Staff, Compensation and Removal of Executive Staff**

8.1 **Executive Staff.** The Board CANNOT REMOVE, REPOSITION or TERMINATE to any effect thereof, any member of the Executive Team including the Chief Executive Officer or anyone the Chief Executive Officer has appointed. ONLY the Chief Executive Officer can remove a member of the Executive Team or any member of the school community without the approval, denial or interference of the Board.

8.2 **Compensation.** The Board CANNOT DETERMINE, DEFINE, SET or CHANGE any member of the Executive Team’s Compensation in which the Chief Executive Officer has appointed. ONLY the Chief Executive Officer can set the salary of the Executive Team, as long as the budget permits such allocation. Members of the Executive Team including the Chief Executive Officer’s Pay or Compensation cannot be frozen, withheld or delayed in any manner by the Board. This is not subject to the approval, denial or interference of the Board.

8.3 **Removal of Executive Staff.** The Board CANNOT REMOVE, REPOSITION or TERMINATE to any effect thereof, any member of the Executive Team including the Chief Executive Officer or anyone the Chief Executive Officer has appointed. If the Board has just cause to warrant the removal of any officer with the exception of the Chief Executive Officer who isn’t subject to removal. The Board must submit in writing to the Chief Executive Officer, General Counsel and the Rules and Administration Committee its findings and cause. Upon review of the Rules and Administration Committee the Committee shall issue a report to the Chief Executive Officer’s Office which will stand as the Committee’s formal recommendation. The Chief Executive Officer has the authority to determine if the Executive Team Member will be removed for caused or retained. The Chief Executive Officer has the final decision on all Executive Team matters and are not subject to the Board’s approval or denial.

**SECTION 9: Amendments**

9.1 **Amendments.** These By-Laws may be altered, amended or repealed, or new By-Laws may be adopted, by an affirmative vote of two-thirds (2/3) of all Trustees then in office, at any annual meeting of the Trustees or special meeting of the Trustees; provided, however, that notice shall be given in the notice of the meeting that an alteration, amendment or repeal of the By-Laws, or that new By-Laws may be adopted, will be proposed. Amendments to these By-Laws shall become effective immediately on their adoption or at such later time as specified in the amendment. The following sections listed may not be altered, amended or repealed, or new By-Laws adopted in its place these are the following sections: 2.1, 2.14, 2.16, Section 3, 4.2, Section 5, 6.1, Section 7, Section 8, Section 9 and Section 11.

**SECTION 10: Non-Discrimination**

10.1 **Non-Discrimination.** In the employment of persons, in the enrollment of students and the conduct of its programs, in the appointment of Board members, and in the administration of public assemblies, performances, exhibits and events, the School will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language or a foreign language, and academic achievement.
SECTION 11: Education Management Services and Compensation

11.1 Education Management Services. The school shall only contract with its parent organization Commonwealth Education Connections Management Group, LLC for Charter/Education Management services. If the Board finds that another management company can handle certain aspects of the school's management, the Board will issue, with the Chief Executive Officer's consent, a Request for Proposals to and through the parent organization for those services to be rendered.

11.2 Compensation. The school shall only contract with its parent organization Commonwealth Education Connections Management Group, LLC for Charter/Education Management services when necessary. The compensation for an education management provider or group shall not surpass twenty-five percent of the total revenue of the school.

SECTION 12: Dismissal and Removal of Employee

12.1 Dismissal and Removal. Commonwealth Education Connections (CEC), in its own best interests, necessarily reserves the right to determine the duration of employment of any individual and hence to discharge any employee with or without cause. In instances of discharge not related to misconduct, an employee will be given appropriate notice or pay in lieu of notice.

CEC may initiate prosecution of employees or former employees when discharge is a result of a violation of law.

Termination or discharge of faculty members is covered in the CEC Staff & Faculty Handbook or by other rules and regulations pertaining to this matter.

In the interest of providing notice of the expectations of the administration, CEC has compiled an illustrative list of misconduct which may result in immediate dismissal. The following acts are cause for immediate dismissal without notice or without pay in lieu of notice. Since a complete list of specific offenses is impossible, discharge is not limited to the situations described below.

1. Absence without notification or reasonable cause for failure to notify. Such absences for three consecutive work days or shifts require no further follow-up prior to termination.
2. Any act of fighting on CEC property or leased space.
3. Conviction of a felony (will be reviewed case by case).
4. Falsifying personnel or pay records, including application for employment, application for transfer, or health records; badging/clocking the time record or signing the time sheet for another employee.
5. Falsifying official CEC records and documents.
6. Forging e-mail, such as sending an e-mail communication in someone else's name.
7. Immoral or indecent conduct on CEC property or leased space or conduct which brings discredit to CEC.
8. Incompetence or inefficiency in students care.
9. Inexcusable neglect of duties, insubordination, or disobedience.
10. Stealing from fellow employees, students, CEC, or others on CEC property or leased space.
11. Theft, misappropriation of funds, and/or unauthorized use or removal of CEC property.
12. Possession of firearms, knives, or other weapons and ammunition.
13. Unauthorized release of confidential or official information.
14. Reporting to work under the influence of intoxicants, including alcohol, non-prescribed drugs, or illicit drugs.

15. Unlawful possession, use, manufacture, distribution, or dispensing of illicit drugs, controlled substances, or alcoholic beverages during the employee's work period, whether on the premises of CEC or at any other site where the employee is carrying out assigned CEC duties.

Although this is not an all-inclusive list, the following are examples of deficiencies or offenses for which progressive disciplinary actions may be appropriate and which may result in discharge:

1. Absenteeism.
2. Failure to record work time accurately.
3. Failure to report an accident or injury to a patient, student, visitor, or self.
4. Failure to report to work on time.
5. Leaving CEC premises or work area without permission during work hours; unexcused absences.
7. Misuse of sick leave privileges and benefits.
8. Neglect of duty or inattention to duty.
9. Negligence in the performance of duty or productivity not up to standards.
10. Sleeping during work hours.
11. Violation of, or disregard for, safety practices.
12. Wasting time, loitering, or loafing at work.
13. Failure to cooperate in an investigation.
14. Failure to disclose a conflict of interest or failure to eliminate a conflict of interest when so directed.
15. Failure to maintain satisfactory interpersonal relationships with co-workers and supervisors.
17. Inappropriate behavior in the workplace, including, but not limited to, horseplay and threatening, intimidating, coercing, or interfering with fellow employees on CEC property or leased space.
18. Inappropriate behavior toward, or discourteous treatment of, parents, students, visitors, or co-workers including the use of profanity and other harassing statements.
19. Negligence or abuse in the use of CEC property or equipment.
20. Poor management practices and/or inattention to duty.
21. Reporting to work when suffering from alcoholic or drug-related hangover.
22. Misconduct in the workplace.
23. Abuse of e-mail, electronic communications, and/or computer networks.
25. Violation of any CEC policies or procedures.
Commonwealth Education Connections, Inc.
Recruitment Plan
Vision: Commonwealth Education Connections s (CEC) seeks to establish an extraordinary elementary and middle school option for students currently underserved by the closing of their neighborhood schools. The new school will provide its students with an academic environment that leads to rapid core-skill development and the internalization of important, positive lifelong values. The students, families, and staff members of CEC will work together harmoniously to create a culture in which all constituents enthusiastically strive for excellence and achievement in the short term. Students will graduate from the school with the knowledge, skills, and strength of character to succeed on the path to college and to achieve their full potential.

Mission: The mission of Commonwealth Education Connections s is to create a school environment where students develop the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college and the global market. We'll serve students and families in most economically disadvantaged neighborhoods and wherever the achievement gap currently persists. CEC will ensure that its students acquire the knowledge, skills, and strength of character necessary to succeed on the path to middle school, high school and college and to achieve their full potential.

Values That Are Relevant to This Plan:
- We value open and honest communication.
- We value the health, safety and welfare of our students, parents, community and staff.
- We value providing equal educational opportunities for all students to achieve physically, intellectually, emotionally and socially.
- We value teaching and learning that integrate academics, fine arts, health, physical fitness and extracurricular activities in a technologically-enriched environment.
- We value teachers who teach by example, principals who lead by example and support staff who serve by example.
- We value dedicated educators who mentor others to develop successful professional learning communities.
- We value professional development that directly impacts student achievement.
- We value schools that are student-friendly, parent-friendly and community-friendly.
- We value the commitment and contributions of all members of our diverse school community – students, parents, community and staff.
- We value our community, which entrusts us to responsibly manage the fiscal resources of the school.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Strategy/Activity</th>
<th>Party(ies) Responsible</th>
<th>Accountability Measures</th>
<th>Timeline (Start/End Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1.1 CEC has implemented a recruitment plan to meet our employment needs, both short- and long term | Update and maintain a recruitment plan that reflects best recruitment practices. | • Human Resources Department  
• Recruitment Committee | • Hard copy of the recruitment Plan  
• Minutes from Recruitment  
Committee meetings | 2014- Ongoing |
| 1.2 CEC hosts and attends recruitment events to promote interest in employment opportunities | Continue to host and attend job fairs to recruit support staff and to market CEC.  
Continue to visit in-state colleges and other educational institutions to recruit certified teachers and professionals and to market CEC.  
Continue to attend out-of-state events, as appropriate and when finances can accommodate, to recruit certified teachers and professionals and to market CEC. | • Human Resources Department  
• Recruitment Committee | • Event flyers  
• Registration papers  
• Agendas  
• Referrals indicated on applications | Ongoing |
| 1.3 CEC uses materials and resources to showcase the school and effectively market it to prospective employees. | Continue to develop and/or purchase materials and displays that depict CEC as an attractive place to work. | • Human Resources Department  
• Recruitment Committee | • Materials  
• Displays  
• Job postings | Ongoing |
| 1.4 CEC offers internship and mentorship | Maintain and enhance student teacher internship | • Academic Services Department  
• Listing of participants | | Ongoing |
<table>
<thead>
<tr>
<th>Programs that are mutually beneficial to program participants and mentors alike and that serve to attract potential job candidates to the school.</th>
<th>Human Resources Department</th>
<th>Hiring list</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer mentorship programs to current employees aspiring to pursue other opportunities within CEC.</td>
<td>Referrals indicated on applications</td>
<td></td>
</tr>
<tr>
<td>Offer the Step Up to Success mentorship program to teachers aspiring to serve in leadership roles.</td>
<td>Feedback from participants</td>
<td></td>
</tr>
<tr>
<td>Offer the START Mentorship program to student teachers to promote CEC and to demonstrate best practices and methods for teacher effectiveness.</td>
<td>Agendas</td>
<td></td>
</tr>
<tr>
<td><strong>1.5 CEC encourages employee referrals to assist with recruitment</strong></td>
<td>Membership lists</td>
<td></td>
</tr>
<tr>
<td>Provide employees a list of current CEC job openings, and encourage them to share it with family members, friends and acquaintances who may wish to apply.</td>
<td>Courtesy and/or mock-interviews</td>
<td></td>
</tr>
<tr>
<td><strong>1.6 CEC applies Successful technology methods to attract highly effective employees.</strong></td>
<td>District Employees</td>
<td></td>
</tr>
<tr>
<td>Apply best practices to enhance and maintain the School’s and CEC’s Website recruitment sections in order to market CEC and appeal to potential applicants.</td>
<td>Referrals indicated on applications</td>
<td></td>
</tr>
<tr>
<td>Develop and maintain social</td>
<td>Survey results from newly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hired employees</td>
<td></td>
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<tr>
<td></td>
<td>HR Review</td>
<td></td>
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<tr>
<td></td>
<td>Website</td>
<td></td>
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<tr>
<td></td>
<td>Referrals indicated on applications</td>
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<tr>
<td></td>
<td>Skype (or related Web based</td>
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<td></td>
<td>interviews)</td>
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<td></td>
<td>Interview system)</td>
<td></td>
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<td></td>
<td>Ongoing</td>
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</tr>
</tbody>
</table>

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|  | networking media to market CEC and to appeal to potential applicants. | • Academic Services Department | • Advertisements |
|  | Promote job openings and reasons to work at CEC via television, radio and print media. | • Executive Department | • Referrals indicated on applications |
|  | Enhance online job applications to elicit applicant information that is relevant to the position and useful to HR who reviews applications. |  | • E-mail correspondence |
|  | Enhance standard job postings to be used by HR when advertising available positions. |  | • Agendas |
|  |  |  | • Membership list |
|  |  |  | • Minutes |

**1.7 CEC builds positive relationships with organizations that support CEC’s recruiting efforts.**

|  | Meet and have ongoing interaction with representatives from colleges and other educational institutions, employment agencies, etc. | • Human Resources Department | • Referrals indicated on applications |
|  |  | • Recruitment Committee |  |
|  |  |  | • E-mail correspondence |

**1.8 CEC establishes an active recruitment committee to review and update recruitment plans, needs and practices, both short and long-term.**

|  | Reconvene the CEC Recruitment Committee, and schedule regular meetings of the Committee throughout the year. | • Human Resources Department | • Agendas |
|  |  | • Recruitment Committee | • Membership list |
|  |  |  | • Minutes |

**January 2014- Ongoing**

**2.0 Selection**

**2.1 CEC utilizes effective applicant screening methods to**

|  | Continue to perform initial application screening to determine | • Human Resources Department | • Determine active and inactive applications |

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<table>
<thead>
<tr>
<th>Successfully identify potential job candidates.</th>
<th>Potential candidates and to dismiss ineligible candidates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train supervisors in techniques to identify potential candidates when screening applications.</td>
<td></td>
</tr>
<tr>
<td>Revise screening application process for school administrator positions to reflect the new school administrator hiring procedures.</td>
<td></td>
</tr>
</tbody>
</table>

### 2.2 CEC applies best interview practices to screen potential candidates.

| Attend interview sessions throughout CEC to monitor the interview process for consistency. |
| Continue to develop and refine an interview question database from which supervisors select questions for specific job position interviews. |
| Verify that each question is legal and pertains to the essential functions of the particular job. |
| Ensure that appropriate response criteria have been identified for each question. |
| Generate a template for the interview process to promote consistent interview practices throughout CEC. |

### Relevant Departments

- **Executive Department**
- **Human Resources Department**
- **Department Heads**
- **Academy/SLC Leaders**
- **IT Department**
- **Interview Panel**
- **Presentation materials**
- **Sign-in sheets**
- **Application screening form**
- **Application screening results**
- **Candidate rating recap form**
- **Interview question sheets in the close-out files**
- **Webpage pre-interview content**

2014 - Ongoing
Continue to document appropriate interview panel practices to promote consistent hiring procedures and to ensure equal opportunity for all candidates.

<table>
<thead>
<tr>
<th>2.3 CEC applies pre- or post-testing practices to assess potential candidates’ skills and knowledge in complex areas.</th>
<th>Expand the application of computer based testing (CBT) to assess skill and knowledge levels of candidates for designated positions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expand the application of Microsoft Office testing to assess skill and knowledge levels of candidates for positions that require the use of Microsoft Office applications.</td>
</tr>
<tr>
<td></td>
<td>Continue to administer writing assignments to assess candidates for positions that require writing skills.</td>
</tr>
<tr>
<td></td>
<td>Continue to administer presentation assignments to assess candidates for positions that require presentation skills.</td>
</tr>
<tr>
<td></td>
<td>Review and consider teacher screening systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.4 CEC performs reference checks to further screen candidates based on their previous employment</th>
<th>Develop and implement an internal reference check form and procedures for internal hiring.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Human Resources Department</td>
</tr>
<tr>
<td></td>
<td>• Executive Department</td>
</tr>
<tr>
<td></td>
<td>• CBT samples</td>
</tr>
<tr>
<td></td>
<td>• Microsoft Office test samples</td>
</tr>
<tr>
<td></td>
<td>• Writing assignment samples</td>
</tr>
<tr>
<td></td>
<td>• Presentation assignment samples</td>
</tr>
<tr>
<td></td>
<td>• Screening systems research information</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th></th>
<th>2014- Ongoing</th>
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<tr>
<th></th>
<th>2014- Ongoing</th>
</tr>
</thead>
</table>

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| behaviors. | Review the current external reference check form and procedures for external hiring; develop appropriate revisions, and implement the revised form. | Committee | • Reference checks  
• Web pages  
• Researched options  
• Pricing  
• Sample letters of recommendations |
| --- | --- | --- | --- |
| 2.5 CEC performs background and drug screenings to ensure newly hired employees are free of criminal convictions and alcohol- and drug-free. | Develop and implement a training protocol for supervisors that address both providing and obtaining reference checks. | • IT Department  
• Human Resources Department | Ongoing  
- Background check invoices  
- Fingerprint check invoices  
- Acknowledgment forms  
- Need to Hire forms  
- Drug screening invoices  
- Acknowledgment forms |
| Monitor reference check and separation of employment forms submitted by supervisors. | Allow applicants to attach letters of recommendation to their online applications. | | |
| Continue to request criminal history on the CEC employment application, and perform criminal background checks of all candidates selected for hire. | | | |
| Continue to perform fingerprint checks of all newly hired employees who do not have a valid fingerprint clearance card. | | | |
| Continue to perform drug screening of all | | | |
2.6 CEC documents the screening and selection process to ensure adherence to protocol and to support possible Equal Employment Opportunity inquiries.

| Newly hired employees. | Continue to require that all forms and materials pertaining to the screening and hiring process of each position be submitted to Human Resources by the appropriate hiring supervisor. | Human Resources Department | Close-out files | Ongoing |

3.0 Orientation and Professional Development

3.1 CEC provides orientations for newly hired employees to facilitate their successful transition into employment.

| Orientation and Professional Development | Schedule a support staff orientation session once each month to orient newly hired classified employees. Continue to provide an orientation for newly hired certified teachers prior to the beginning of the school year; review and enhance the orientation annually, based on CEC needs. Continue to provide an orientation for newly hired school administrators prior to the beginning of the school year, and implement an orientation for newly hired CEC administrators. | Human Resources Department | Deputy Chief Academic Officer for Curriculum and Instruction | Presentation materials | Agendas | Sign-in sheets | Ongoing |

3.2 CEC offers induction and ongoing training programs for its employees.

| Induction and Ongoing Training Programs | Continue to offer BEGIN, the three-year induction program for newly hired teachers with no more than one year of teaching experience. Offer employees training opportunities to enhance their skills, knowledge and productivity. | Innovation and Implementation Department | Academic & Programs Department | BEGIN roster | Agendas | Sign-in sheets | Graduation lists | Rosters | Presentation materials | June 2015-Ongoing |
Continue to provide updates and reminders to employees regarding procedures, policies and other compliance-related matters.

Continue to provide mandated trainings to all employees to ensure compliance.

Mobilize designated CEC personnel to coach employees regarding best practices and methods to successfully meet their job expectations.

3.3 CEC trains Department Heads/Academy/SLC Leaders and supervisors to be successful leaders.

Continue to train all CEC supervisors to effectively apply approved employee evaluation protocols.

Continue to train all CEC supervisors to effectively apply approved employee selection and hiring procedures.

Continue to train all CEC supervisors to effectively apply approved employee discipline protocols.

Provide leadership training for all CEC supervisors.

Continue to provide mandated, compliance related trainings for all CEC supervisors.

4.0 Retention

4.1 CEC establishes an evaluation process for Review and revise current evaluation

- Handouts
- Forms
- Training videos
- Job descriptions
- Data collection forms

- Presentation materials
- Handouts
- Forms
- Sign-in sheets

Ongoing
<table>
<thead>
<tr>
<th>Task</th>
<th>Department</th>
<th>Agenda/Document</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update employees regarding the evaluation process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide updated evaluator training to supervisors.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ensure that all employee evaluations are completed according to protocol.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Review and consider Web-based evaluation systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 CEC administers employee discipline to change negative behaviors or, if necessary, to remove employees who do not meet the CEC's behavioral expectations.</td>
<td>Continue to provide employee discipline training for all CEC supervisors.</td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Continue to administer appropriate employee discipline when necessary and according to approved protocol.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>4.3 CEC promotes safety in the workplace.</th>
<th>commissioners</th>
<th>discipline</th>
<th>Will Be Accomplished By May 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop and maintain a safety manual of procedures that promote a safe work environment.</td>
<td>• Human Resources Department • Maintenance</td>
<td>• Safety Manual • Handouts • Materials • Workplace injury/illness reports</td>
</tr>
<tr>
<td></td>
<td>Broaden the scope of training for employees in the application of safety practices within the work environment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.4 CEC endorses wellness programs</th>
<th>commissioners</th>
<th>discipline</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue regular meetings of the CEC Wellness Committee to oversee wellness programs within CEC.</td>
<td>• Wellness Committee • Human Resources Department</td>
<td>• Membership list • Agendas • List of programs • Handouts • Materials • Workplace injury/illness reports</td>
</tr>
<tr>
<td></td>
<td>Develop and maintain effective wellness programs for employees.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Share information about wellness programs with employees.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.5 CEC establishes and promotes a productive culture.</th>
<th>commissioners</th>
<th>discipline</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communicate productive culture expectations to all employees.</td>
<td>• Human Resources Department • Interest-based Negotiations Committee • Administration • Supervisors</td>
<td>• Presentation materials • Survey results</td>
</tr>
<tr>
<td></td>
<td>Request feedback from all employees regarding working conditions of their workplace.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.6 CEC provides competitive health benefits to support the recruitment and retention of effective employees.</th>
<th>commissioners</th>
<th>discipline</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue to seek competitive health benefits for employees.</td>
<td>• Executive Department • Human Resources Department • Governing Board of Commissioners • Health</td>
<td>• Health benefits plan • Health benefits comparisons • Employee exit interviews</td>
</tr>
</tbody>
</table>

Commonwealth Education Connections s, Inc. Recruitment Plan Copyright © 2012-2015 ALL RIGHTS RESERVED
<table>
<thead>
<tr>
<th>4.7 CEC provides competitive wages to support the recruitment and retention of effective employees.</th>
<th>Continue to seek competitive compensation and salary increases for employees.</th>
<th>Insurance Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Executive Department</td>
<td>• Compensation comparisons</td>
<td></td>
</tr>
<tr>
<td>- Human Resources Department</td>
<td>• Employee exit interviews</td>
<td></td>
</tr>
<tr>
<td>- Governing Board of Commissioners</td>
<td>• Salary schedules</td>
<td></td>
</tr>
<tr>
<td>- Interest-Based Negotiations Committee</td>
<td>• Board approvals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.8 CEC recognizes and celebrates the contributions of members of the CEC community in an ongoing, consistent, appropriate manner.</th>
<th>Continue to provide support and/or consultation to schools for school-based recognition.</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to support the recognition of sites and individuals for their unique contributions to CEC and the community.</td>
<td>• Director of External</td>
<td>Notes on requests and fulfillment.</td>
</tr>
<tr>
<td></td>
<td>• Administrative Leadership Team</td>
<td>Award nominations</td>
</tr>
<tr>
<td></td>
<td>• Principals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.0 Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 CEC complies with employment policies and laws.</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

<p>| 6.0 Staffing |
|---|---|---|---|---|
| Commonwealth Education Connections s, Inc. Recruitment Plan Copyright © 2012-2015 ALL RIGHTS RESERVED | 13 |</p>
<table>
<thead>
<tr>
<th>6.1 CEC</th>
<th>operationalizes the equitable distribution of staff to ensure the most highly effective employees are placed into positions/locations where the need is greatest.</th>
<th>Continue to track and monitor employee certification, highly qualified status and other pertinent employee credentials.</th>
<th>Encourage employees to receive additional accreditation that will grant them more diverse employment opportunities within CEC.</th>
<th>Human Resources Departments</th>
<th>Listing of employee requirements</th>
<th>Certification listing</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 CEC executes an adopted reduction in force process, when needed, which supports retention of the most effective employees.</td>
<td>Establish and implement a reduction in force process for teachers and a layoff process for other staff that supports retention of the most effective employees.</td>
<td>Administration</td>
<td>RIF Committee</td>
<td>Human Resources Department</td>
<td>Reduction in force listing</td>
<td>Layoff listing</td>
<td>Applicable rubrics</td>
</tr>
<tr>
<td>6.3 CEC executes an adopted excess process, when needed, which facilitates placement of the most effective employees into positions/locations where the need is greatest.</td>
<td>Establish and implement an excess process that supports the equitable distribution of highly effective instructional personnel</td>
<td>Administration</td>
<td>Excess Committee</td>
<td>Human Resources Department</td>
<td>Excess listing</td>
<td>Staff listing per school</td>
<td>Applicable rubrics</td>
</tr>
<tr>
<td>6.4 CEC administers an employee transfer process to facilitate employee placements that best meet the needs of CEC</td>
<td>Implement a protocol for voluntary employee transfers to promote effective placement of personnel.</td>
<td>Administration</td>
<td>Human Resources Department</td>
<td>Personnel Action Request Form</td>
<td>Applications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Commonwealth Education Connections, Inc.
Recruitment Plan
Vision: Commonwealth Education Connections s (CEC) seeks to establish an extraordinary elementary and middle school option for students currently underserved by the closing of their neighborhood schools. The new school will provide its students with an academic environment that leads to rapid core-skill development and the internalization of important, positive lifelong values. The students, families, and staff members of CEC will work together harmoniously to create a culture in which all constituents enthusiastically strive for excellence and achievement in the short term. Students will graduate from the school with the knowledge, skills, and strength of character to succeed on the path to college and to achieve their full potential.

Mission: The mission of Commonwealth Education Connections s is to create a school environment where students develop the academic skills, intellectual habits and character traits necessary to maximize their potential in high school, college and the global market. We'll serve students and families in most economically disadvantaged neighborhoods and wherever the achievement gap currently persists. CEC will ensure that its students acquire the knowledge, skills, and strength of character necessary to succeed on the path to middle school, high school and college and to achieve their full potential.

Values That Are Relevant to This Plan:
- We value open and honest communication.
- We value the health, safety and welfare of our students, parents, community and staff.
- We value providing equal educational opportunities for all students to achieve physically, intellectually, emotionally and socially.
- We value teaching and learning that integrate academics, fine arts, health, physical fitness and extracurricular activities in a technologically-enriched environment.
- We value teachers who teach by example, principals who lead by example and support staff who serve by example.
- We value dedicated educators who mentor others to develop successful professional learning communities.
- We value professional development that directly impacts student achievement.
- We value schools that are student-friendly, parent-friendly and community-friendly.
- We value the commitment and contributions of all members of our diverse school community – students, parents, community and staff.
- We value our community, which entrusts us to responsibly manage the fiscal resources of the school.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Strategy/Activity</th>
<th>Party(ies) Responsible</th>
<th>Accountability Measures</th>
<th>Timeline (Start/End Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 CEC has implemented a recruitment plan to meet our employment needs, both short- and long term</td>
<td>Update and maintain a recruitment plan that reflects best recruitment practices.</td>
<td>• Human Resources Department&lt;br&gt; • Recruitment Committee</td>
<td>• Hard copy of the recruitment Plan&lt;br&gt; • Minutes from Recruitment Committee meetings</td>
<td>2014- Ongoing</td>
</tr>
<tr>
<td>1.2 CEC hosts and attends recruitment events to promote interest in employment opportunities</td>
<td>Continue to host and attend job fairs to recruit support staff and to market CEC. Continue to visit in-state colleges and other educational institutions to recruit certified teachers and professionals and to market CEC. Continue to attend out-of-state events, as appropriate and when finances can accommodate, to recruit certified teachers and professionals and to market CEC.</td>
<td>• Human Resources Department&lt;br&gt; • Recruitment Committee</td>
<td>• Event flyers&lt;br&gt; • Registration papers&lt;br&gt; • Agendas&lt;br&gt; • Referrals indicated on applications</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1.3 CEC uses materials and resources to showcase the school and effectively market it to prospective employees.</td>
<td>Continue to develop and/or purchase materials and displays that depict CEC as an attractive place to work.</td>
<td>• Human Resources Department&lt;br&gt; • Recruitment Committee</td>
<td>• Materials&lt;br&gt; • Displays&lt;br&gt; Job postings</td>
<td>Ongoing</td>
</tr>
<tr>
<td>1.4 CEC offers internship and mentorship</td>
<td>Maintain and enhance student teacher internship</td>
<td>• Academic Services Department</td>
<td>• Listing of participants</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
programs that are mutually beneficial to program participants and mentors alike and that serve to attract potential job candidates to the school.

<table>
<thead>
<tr>
<th>Programs with colleges.</th>
<th>Human Resources Department</th>
<th>Hiring list</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer mentorship programs to current employees aspiring to pursue other opportunities within CEC.</td>
<td>Offer the Step Up to Success mentorship program to teachers aspiring to serve in leadership roles.</td>
<td>Referrals indicated on applications</td>
</tr>
<tr>
<td>Offer the START Mentorship program to student teachers to promote CEC and to demonstrate best practices and methods for teacher effectiveness.</td>
<td>Provide employees a list of current CEC job openings, and encourage them to share it with family members, friends and acquaintances who may wish to apply.</td>
<td>Feedback from participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agendas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Membership lists</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Courtesy and/or mock-interviews</td>
</tr>
</tbody>
</table>

1.5 CEC encourages employee referrals to assist with recruitment

<table>
<thead>
<tr>
<th>CEC Job Openings, and encourage them to share it with family members, friends and acquaintances who may wish to apply.</th>
<th>District Employees</th>
<th>Referrals indicated on applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources Department</td>
<td>Survey results from newly hired employees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HR Review</td>
<td></td>
</tr>
</tbody>
</table>

1.6 CEC applies successful technology methods to attract highly effective employees.

<table>
<thead>
<tr>
<th>CEC's Website recruitment sections in order to market CEC and appeal to potential applicants.</th>
<th>Human Resources Department</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment Committee</td>
<td>Referrals indicated on applications</td>
<td></td>
</tr>
<tr>
<td>IT Department</td>
<td>Skype (or related Web based interview system)</td>
<td></td>
</tr>
<tr>
<td>Operations Department</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

Develop and maintain social

---

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1. Networking media to market CEC and to appeal to potential applicants.

Promote job openings and reasons to work at CEC via television, radio and print media.

Enhance online job applications to elicit applicant information that is relevant to the position and useful to HR who reviews applications.

Enhance standard job postings to be used by HR when advertising available positions.

<table>
<thead>
<tr>
<th>1.7 CEC builds positive relationships with organizations that support CEC’s recruiting efforts.</th>
<th>Meet and have ongoing interaction with representatives from colleges and other educational institutions, employment agencies, etc.</th>
<th>Human Resources Department</th>
<th>Referrals indicated on applications</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Recruitment Committee</td>
<td>E-mail correspondence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 CEC establishes an active recruitment committee to review and update recruitment plans, needs and practices, both short and long-term.</td>
<td>Reconvene the CEC Recruitment Committee, and schedule regular meetings of the Committee throughout the year.</td>
<td>Human Resources Department</td>
<td>Agendas</td>
<td>January 2014- Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recruitment Committee</td>
<td>Membership list</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Minutes</td>
<td></td>
</tr>
</tbody>
</table>

2.0 Selection

2.1 CEC utilizes effective applicant screening methods to continue to perform initial application screening to determine active and inactive applications.

<p>| 2.1 CEC utilizes effective applicant screening methods to continue to perform initial application screening to determine active and inactive applications | Human Resources Department | Determine active and inactive applications | Ongoing |</p>
<table>
<thead>
<tr>
<th>successfully identify potential job candidates.</th>
<th>potential candidates and to dismiss ineligible candidates.</th>
<th>• Executive Department</th>
<th>• Presentation materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train supervisors in techniques to identify potential candidates when screening applications.</td>
<td></td>
<td>• Sign-in sheets</td>
<td></td>
</tr>
<tr>
<td>Revise screening application process for school administrator positions to reflect the new school administrator hiring procedures.</td>
<td></td>
<td>• Application screening form</td>
<td></td>
</tr>
<tr>
<td>2.2 CEC applies best interview practices to screen potential candidates.</td>
<td>Attend interview sessions throughout CEC to monitor the interview process for consistency.</td>
<td></td>
<td>• Application screening results</td>
</tr>
<tr>
<td>Continue to develop and refine an interview question database from which supervisors select questions for specific job position interviews.</td>
<td></td>
<td>• Candidate rating recap form</td>
<td></td>
</tr>
<tr>
<td>• Verify that each question is legal and pertains to the essential functions of the particular job.</td>
<td></td>
<td>• Interview question sheets in the close-out files</td>
<td></td>
</tr>
<tr>
<td>• Ensure that appropriate response criteria have been identified for each question.</td>
<td></td>
<td>• Webpage pre-interview content</td>
<td></td>
</tr>
<tr>
<td>Generate a template for the interview process to promote consistent interview practices throughout CEC.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Continue to document appropriate interview panel practices to promote consistent hiring procedures and to ensure equal opportunity for all candidates.

2.3 CEC applies pre- or post-testing practices to assess potential candidates’ skills and knowledge in complex areas.

Expand the application of computer based testing (CBT) to assess skill and knowledge levels of candidates for designated positions.

- Expand the application of Microsoft Office testing to assess skill and knowledge levels of candidates for positions that require the use of Microsoft Office applications.

- Continue to administer writing assignments to assess candidates for positions that require writing skills.

- Continue to administer presentation assignments to assess candidates for positions that require presentation skills.

- Review and consider teacher screening systems

2.4 CEC performs reference checks to further screen candidates based on their previous employment.

Develop and implement an internal reference check form and procedures for internal hiring.

- Human Resources Department

- Executive Department

- CBT samples

- Microsoft Office test samples

- Writing assignment samples

- Presentation assignment samples

- Screening systems research information

- Ongoing-All Checks Will Be Accomplished By May 2015

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<table>
<thead>
<tr>
<th>behaviors.</th>
<th>Review the current external reference check form and procedures for external hiring; develop appropriate revisions, and implement the revised form.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop and implement a training protocol for supervisors that address both providing and obtaining reference checks.</td>
</tr>
<tr>
<td></td>
<td>Monitor reference check and separation of employment forms submitted by supervisors.</td>
</tr>
<tr>
<td></td>
<td>Allow applicants to attach letters of recommendation to their online applications.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.5 CEC performs background and drug screenings to ensure newly hired employees are free of criminal convictions and alcohol- and drug-free.</th>
<th>Continue to request criminal history on the CEC employment application, and perform criminal background checks of all candidates selected for hire.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continue to perform fingerprint checks of all newly hired employees who do not have a valid fingerprint clearance card.</td>
</tr>
<tr>
<td></td>
<td>Continue to perform drug screening of all</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee</th>
<th>• Reference checks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• IT Department</td>
</tr>
<tr>
<td></td>
<td>• Web pages</td>
</tr>
<tr>
<td></td>
<td>• Researched options</td>
</tr>
<tr>
<td></td>
<td>• Pricing</td>
</tr>
<tr>
<td></td>
<td>• Sample letters of recommendations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Resources Department</th>
<th>• Background check invoices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Fingerprint check invoices</td>
</tr>
<tr>
<td></td>
<td>• Acknowledgment forms</td>
</tr>
<tr>
<td></td>
<td>• Need to Hire forms</td>
</tr>
<tr>
<td></td>
<td>• Drug screening invoices</td>
</tr>
<tr>
<td></td>
<td>• Acknowledgment forms</td>
</tr>
</tbody>
</table>

Ongoing
<table>
<thead>
<tr>
<th>2.6 CEC documents the screening and selection process to ensure adherence to protocol and to support possible Equal Employment Opportunity inquiries.</th>
<th>Continue to require that all forms and materials pertaining to the screening and hiring process of each position be submitted to Human Resources by the appropriate hiring supervisor.</th>
<th>• Human Resources Department</th>
<th>• Close-out files</th>
</tr>
</thead>
</table>

**3.0 Orientation and Professional Development**

<table>
<thead>
<tr>
<th>3.1 CEC provides orientations for newly hired employees to facilitate their successful transition into employment.</th>
<th>Schedule a support staff orientation session once each month to orient newly hired classified employees. Continue to provide an orientation for newly hired certified teachers prior to the beginning of the school year; review and enhance the orientation annually, based on CEC needs. Continue to provide an orientation for newly hired school administrators prior to the beginning of the school year, and implement an orientation for newly hired CEC administrators.</th>
<th>• Human Resources Department • Deputy Chief Academic Officer for Curriculum and Instruction</th>
<th>• Presentation materials • Agendas • Sign-in sheets</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3.2 CEC offers induction and ongoing training programs for its employees.</th>
<th>Continue to offer BEGIN, the three-year induction program for newly hired teachers with no more than one year of teaching experience. Offer employees training opportunities to enhance their skills, knowledge and productivity.</th>
<th>• Innovation and Implementation Department • Academic &amp; Programs Department</th>
<th>• BEGIN roster • Agendas • Sign-in sheets • Graduation lists • Rosters • Presentation materials</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Continue to provide updates and reminders to employees regarding procedures, policies and other compliance-related matters.</th>
<th>• Handouts</th>
<th>• Forms</th>
<th>• Training videos</th>
<th>• Job descriptions</th>
<th>• Data collection forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to provide mandated trainings to all employees to ensure compliance.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Mobilize designated CEC personnel to coach employees regarding best practices and methods to successfully meet their job expectations.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.3 CEC trains Department Heads/Academy/SLC Leaders and supervisors to be successful leaders.</th>
<th>Continue to train all CEC supervisors to effectively apply approved employee evaluation protocols.</th>
<th>• All Departments</th>
<th>Presentation materials</th>
<th>• Handouts</th>
<th>• Forms</th>
<th>• Sign-in sheets</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to train all CEC supervisors to effectively apply approved employee selection and hiring procedures.</td>
<td></td>
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</tr>
<tr>
<td>Continue to train all CEC supervisors to effectively apply approved employee discipline protocols.</td>
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</tr>
<tr>
<td>Provide leadership training for all CEC supervisors.</td>
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<td></td>
</tr>
<tr>
<td>Continue to provide mandated, compliance related trainings for all CEC supervisors.</td>
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</tbody>
</table>

### 4.0 Retention

| 4.1 CEC establishes an evaluation process for | Review and revise current evaluation | • Executive | • Committee | Ongoing |
|---|---|---|---|---|---|

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<table>
<thead>
<tr>
<th>Department</th>
<th>agendas</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Human Resources Department</td>
<td>• Committee minutes</td>
<td></td>
</tr>
<tr>
<td>• Evaluation Committee</td>
<td>• Governing Board minutes indicating approval of recommended evaluation processes</td>
<td></td>
</tr>
<tr>
<td>• Governing Board of Commissioners</td>
<td>• Evaluation instruments</td>
<td></td>
</tr>
<tr>
<td>• Supervisors</td>
<td>• Evaluation guidelines</td>
<td></td>
</tr>
<tr>
<td>• CEC Employees</td>
<td>• Presentation materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Handouts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sign-in sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Copies of evaluations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Information sheets regarding Web-based systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Examples of reports generated by Web-based systems</td>
<td></td>
</tr>
</tbody>
</table>

4.2 CEC administers employee discipline to change negative behaviors or, if necessary, to remove employees who do not meet the CEC's behavioral expectations.

<table>
<thead>
<tr>
<th>Department</th>
<th>agendas</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All Departments</td>
<td>• Presentation materials</td>
<td></td>
</tr>
<tr>
<td>• Supervisors</td>
<td>• Handouts</td>
<td></td>
</tr>
<tr>
<td>• Human Resources Department</td>
<td>• Forms</td>
<td></td>
</tr>
<tr>
<td>• Governing Board of Commissioners</td>
<td>• Sign-in sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Copies of evaluations</td>
<td></td>
</tr>
</tbody>
</table>

Provide updated evaluator training to supervisors.

Ensure that all employee evaluations are completed according to protocol.

Review and consider Web-based evaluation systems.
<table>
<thead>
<tr>
<th>4.3 CEC promotes safety in the workplace.</th>
<th>Commissioners</th>
<th>discipline</th>
<th>Will Be Accomplished By May 2015</th>
</tr>
</thead>
</table>
| Develop and maintain a safety manual of procedures that promote a safe work environment. | - Human Resources Department  
- Maintenance | - Safety Manual  
- Handouts  
- Materials  
- Workplace injury/illness reports | |
| Broaden the scope of training for employees in the application of safety practices within the work environment. | | | |

<table>
<thead>
<tr>
<th>4.4 CEC endorses wellness programs</th>
<th>Commissioners</th>
<th>discipline</th>
<th>Ongoing</th>
</tr>
</thead>
</table>
| Continue regular meetings of the CEC Wellness Committee to oversee wellness programs within CEC. | - Wellness Committee  
- Human Resources Department | - Membership list  
- Agendas  
- List of programs  
- Handouts  
- Materials  
- Workplace injury/illness reports | |
| Develop and maintain effective wellness programs for employees. | | | |
| Share information about wellness programs with employees. | | | |

<table>
<thead>
<tr>
<th>4.5 CEC establishes and promotes a productive culture.</th>
<th>Commissioners</th>
<th>discipline</th>
<th>Ongoing</th>
</tr>
</thead>
</table>
| Communicate productive culture expectations to all employees. | - Human Resources Department  
- Interest-based  
- Negotiations Committee  
- Administration  
- Supervisors | - Presentation materials  
- Survey results | |
| Request feedback from all employees regarding working conditions of their workplace. | | | |

<table>
<thead>
<tr>
<th>4.6 CEC provides competitive health benefits to support the recruitment and retention of effective employees.</th>
<th>Commissioners</th>
<th>discipline</th>
<th>Ongoing</th>
</tr>
</thead>
</table>
| Continue to seek competitive health benefits for employees. | - Executive Department  
- Human Resources Department  
- Governing Board of Commissioners  
- Health | - Health benefits plan  
- Health benefits comparisons  
- Employee exit interviews | |

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| 4.7 CEC provides competitive wages to support the recruitment and retention of effective employees. | Continue to seek competitive compensation and salary increases for employees. | • Executive Department  
• Human Resources Department  
• Governing Board of Commissioners  
• Interest-Based Negotiations Committee | • Compensation comparisons  
• Employee exit interviews  
• Salary schedules  
• Board approvals | Ongoing |
|---|---|---|---|---|
| 4.8 CEC recognizes and celebrates the contributions of members of the CEC community in an ongoing, consistent, appropriate manner. | Continue to provide support and/or consultation to schools for school-based recognition. Continue to support the recognition of sites and individuals for their unique contributions to CEC and the community. | • Director of External  
• Administrative Leadership Team  
• Principals | • Notes on requests and fulfillment  
• Award nominations | Ongoing |
| **5.0 Compliance** | Review and revise CEC employment procedures, as necessary, to maintain compliance with federal and state mandates. Continue to provide mandated trainings to employees to ensure CEC-wide compliance with employment policies and laws. | • All Departments | • Revised procedures  
• Close-out files  
• Evaluation samples  
• Discipline samples  
• Presentation materials  
• Handouts  
• Forms  
• Sign-in sheets | Ongoing |
<p>| <strong>6.0 Staffing</strong> | Commonwealth Education Connections s, Inc. Recruitment Plan Copyright © 2012-2015 ALL RIGHTS RESERVED |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Responsible Departments</th>
<th>Additional Notes</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 CEC</td>
<td>Operationalizes the equitable distribution of staff to ensure the most highly effective employees are placed into positions/locations where the need is greatest.</td>
<td>Human Resources Departments, Supervisor, Academic Services Department</td>
<td>- Listing of employee requirements&lt;br&gt; - Certification listing</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.2 CEC</td>
<td>Establish and implement a reduction in force process, when needed, which supports retention of the most effective employees.</td>
<td>Administration, RIF Committee, Human Resources Department</td>
<td>- Reduction in force listing&lt;br&gt; - Layoff listing&lt;br&gt; - Applicable rubrics</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.3 CEC</td>
<td>Establish and implement an excess process that supports the equitable distribution of highly effective instructional personnel</td>
<td>Administration, Excess Committee, Human Resources Department</td>
<td>- Excess listing&lt;br&gt; - Staff listing per school&lt;br&gt; - Applicable rubrics</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6.4 CEC</td>
<td>Implement a protocol for voluntary employee transfers to promote effective placement of personnel.</td>
<td>Administration, Human Resources Department</td>
<td>- Personnel Action Request Form&lt;br&gt; - Applications</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
School Safety Plan
Commonwealth Education Connections, Inc.

2017-2018

Comprehensive School Safety Planning Committee and Emergency Response Team

Board of Commissioners

Brittany Gardner, Esquire- Chair.
Christina Cherry-Vice Chair.
Russell Hicks
Dr. Kirk Gaddy
Tara Fisher
Aleada Castillo

Dyesha Hicks,
Chief of Staff & Special Assistant to the Board of Commissioners

Dr. Andrea Colangelo, Ed.D.
Deputy Superintendent & Assistant Vice President of Education and Academic Management

Rachel Volkens
Chief Academic Officer

Meghan Allshouse
Chief Administrative Officer

Ricky Bennett
Deputy Chief School & Student Safety Officer
Introduction and Statement of Commitment

CEC recognizes the existence of the possibility of a hostile attack, sabotage, or other violent action, as well as disaster/crisis resulting from fire, natural causes, or acts of school violence. Because of the reality of such an event and the state of the world today, CEC’s Faculty, Staff, Students, Parents, and community leaders are committed to providing the safest environment possible. We have prepared the Plan & Procedure for Crisis Management/Prevention to provide a framework in which the school can plan for and perform its respective emergency functions during school crisis situations. It is further designed to assist the staff in following the procedure with the greatest possible speed and safety. Regardless of the prescribed procedures, training, and instruction, we acknowledge that the sound judgment of the administration and staff is an integral part of safety management.

School Floor Plans

CEC’s School floor plan will be posted inside every classroom. The evacuation route is clearly labeled for each classroom (A School Floor Plan is not included in this document for safety purposes. If you are a stakeholder at the school, one is available for you in the Main Office.)

School Crisis Team Members

CEC’s Central Office Staff
Chief Academic Officer
Deputy Chief Academic Officer for Curriculum & Instruction
Executive Director/Principal
Chief School and Student Safety Officer
Deputy Chief School and Student Safety Officer
Dean(s) of Student Safety
Teachers/School Emergency Support Staff

Commonwealth Education Connections, Inc. School Safety Plan Appendix

2
Emergency Supplies and Location

Emergency supplies and first aid supplies are necessary when a disaster of any nature occurs. Supplies will be housed in a storage area in the main office and the nurse’s office. The following lists contain items that may be useful during a crisis of varying types.

**EMERGENCY**
- Candles
- Blankets
- Matches, Bottled Water
- Flashlights, Paper Towels
- Batteries, Wet Wipes
- Emergency Radio, Cell Phone— to be used outside the school area

**FIRST AID**
- Tylenol, Assorted Band Aids
- Gauze, Sterile Water (for burns)
- Tape, Scissors
- Tweezers, Bandages
- Instant Ice Packs, Ace Bandages
- Package of Sewing Needles
- Slings
- Anti-bacterial salve
- Steris-strips or butterfly stitches
- Disposable latex gloves

**PREVENTION AND CURRICULUM**

**School Climate**
- The school provides parents with a yearly survey in order for them to have input into the school climate.
- Results are used to evaluate and revise the existing safety plan.
- The school counselor affords students the opportunity to provide feedback regarding school climate.

**Student/Faculty/Staff Records**
- Information on file is accurate, accessible on computer, current, updated at regular intervals, and specified on the school calendar.
- Student/Faculty/Staff Records are complete with life-threatening medical facts such as the following:
• Allergies
• Ongoing or chronic medical conditions
• Medications

- There will be a current photo of each student in the school office.
- Individual student transportation (to and from school either car riders or bus numbers) is on the school computer and in the permanent record file.
- Records clearly identify persons authorized to pick up the student in the absence of parent/guardian. Copies of court orders relevant to the children are on file in the school office.
- Procedures require that records and identification be checked prior to release of student to any person (e.g., check photo identification upon check-out).
- If computerized records are unavailable, records are alphabetized by grade level so that information can be located quickly.
- Staff/faculty records meet the same qualifications noted for student records.
- Back-up copies of student/staff records are kept at an alternate site off campus.

**Discipline Plan**

- The Code of Conduct booklet is disseminated to each child/parent each year. A signed notice of receipt is kept on file in each child's homeroom.
- Training is provided for faculty and staff by the school principal.
- Students understand and respond to the discipline plan.
- Parents are aware of the discipline plan and their supporting role.
- The plan is consistently and fairly enforced for all students.
- All faculty/staff are visible throughout the school day to support the discipline plan.

**Conflict Resolution/Peer Mediation/Mentoring Programs**

- The school counselor and teachers instruct students on conflict resolution and problem solving.
- The middle school students will provide our students with mentors.

**Alcohol/Drug/Violence Programs**

- Alcohol/drug/violence prevention programs are integrated into subject areas.
- A “zero tolerance” policy is in place.
- Rules are enforced consistently.
- Opportunities are available for support groups as needed for students/staff.

**Law-Related Education**

- Law-related education is implemented in content areas.

**Health Education**

- Areas of safety have been identified and taught using the Health Course of Study.
- A school nurse is employed to assist with the medical/health needs of our students.

**Visitor Access Control**

Commonwealth Education Connections, Inc. School Safety Plan Appendix
- All exterior doors are monitored with a camera system.
- Procedures for visitor identification are in place. All visitors enter the front doors to the building beside the office area. Visitors are immediately recognized and they are given a visitor's badge to wear. Badges are clearly identifiable, commercially made, and cannot be duplicated. Visitors are not allowed to proceed to classes unless they have received prior approval from the office/principal.
- Procedures for school visitation are covered in the school handbook and in the teacher handbook. Signs are posted on all doors indicating the procedure that visitors must follow upon entering the building.
- The visitor procedure is consistently and efficiently implemented. Parents, students, faculty, and staff are notified immediately if a change in procedure takes place.
- Faculty and staff are alert to identified and non-identified visitors. Faculty and staff follow a procedure in place for identifying strangers or unidentified visitors in the building or on school grounds.
- If disruption is anticipated, visitors are escorted out and away from the building and the local police department and /or school resource officer are notified.

First Aid/CPR/Heimlich/Blood Borne Pathogens Procedures and Equipment
- Training for CPR/Heimlich procedures is available to all personnel by the school nurse or local fire department personnel.
- The school nurse provides gloves if they are needed.
- The school is equipped with two AED units.

Personal Safety
- Safety is part of the practices taught in the classroom.
- Training for emergency evacuations occurs frequently throughout the year. Training the faculty on school safety and procedures is done annually.
- Staff and students are informed of current problems in and around the school as they occur. Memorandums, announcements, counselor and principal visits are ways that problems are communicated.

Bus/Car rider Safety
- Arrival/departure procedures are designated for each situation. Bus and car riders each have a designated area to load and unload, a designated time to load and unload, and a specific manner in which to load and unload. The procedures are described at orientation, beginning of school packets, and teacher handbook.
- Adult monitors ride on buses for extra assistance as needed.
- A sufficient number of staff members supervise loading/unloading procedures. Staff members have a schedule to follow that designates dates to monitor loading and unloading procedures. Non-homeroom teachers have a designated area to monitor during loading and unloading procedures daily.
- Seats are assigned on the buses as needed.
- School safety in-services are provided by the school system.
- Procedures to recall bus drivers to transport students in the event of an emergency are in place and included in the School Safety Plan. Drivers are equipped with cell phones and cell numbers of bus drivers are readily available in the office.

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Community Assistance

- Community Assistance is available and documented in the School Safety Plan. The local community/city/county police and fire departments offer immediate assistance when notified. Phone numbers are readily available in the event of an emergency.

Student Identification Plans/Procedures

- The classroom teacher identifies all students as roll is taken before the day's activities begin.
- Students, faculty, and other chaperones on field trips all wear a specific badge and in most cases the same color/style T-shirt.
- Identification procedures are part of the crisis plan. Teachers have a student roster located in the emergency folder.
- Picture identification is required for all students. Pictures are readily available through ID FLOW computer system.
- Medical records for students who require medical attention/medications are kept on file with teacher, nurse, and administration. The school nurse or trained personnel are required to attend field trips if any student needs medication.

LOCKDOWN PROCEDURES

- Principal or Chief of School and Student Safety will announce LOCKDOWN RED.
- LOCKDOWN RED - MEANS AN INTRUDER/GUNMAN IS BELIEVED TO BE IN THE BUILDING AND THERE IS EMINENT DANGER!

Teachers should lock all doors and windows. Teachers and students should move away from the door/window so they are not visible to the intruder. If teacher has pertinent information regarding perpetrator it would be helpful to text administrator this information. Everyone will remain in this lockdown mode until an administrator or authorities instruct otherwise. THERE IS A LOCKDOWN CODE USED TO IDENTIFY PERSONNEL AND/OR AUTHORITIES.

- LOCKDOWN YELLOW - There is danger in the immediate CEC School campus area. There will be a code announced for LOCKDOWN YELLOW by school administration.

Examples: Uncaptured bank robber at local bank. The Principal or Chief of School and Student Safety will announce that on LOCKDOWN YELLOW all teachers need to close blinds, lock windows, and lock doors to secure classroom. The students can remain in desks as class continues as normal within the classroom. Students need to stay away from windows and doors. Students must remain in locked/secured classroom until administrator instructs otherwise.

- Lockdown Green - There is a danger in the distant surroundings of CEC School campus.

Past Example: An unarmed escape in the area of the school. There will be a code announced for LOCKDOWN GREEN by school administration. The Principal or Chief of School and Student Safety will announce that on LOCKDOWN GREEN all outer doors to the building will be secured.
and locked. A regular daily schedule will continue with the EXCEPTION OF NO OUTSIDE ACTIVITIES. NO CLASS IS TO GO OUTSIDE FOR SNACK OR RECESS. Physical Education will be taught in the gym.

Lockdown Procedures Continued
• School employee will contact law enforcement agencies for assistance regarding any threat.
• School administration will announce when a situation has been neutralized.
• Portables have communication devices to report to the office.
• Signs are posted for visitors to report to the office when entering the school building.

BUILDINGS AND GROUNDS SECURITY

Alarm System
- Automated fire alarm system is utilized throughout the buildings that can be activated at given locations throughout the buildings and can be heard from all points on the school grounds.
- Severe weather warning alarms are located in the school office to alert school officials in case of a warning.
- Intercom is used to alert staff to problems utilizing a specific code system.
- Only in the case of a power failure, is an air horn used to alert staff to an emergency.

Playground and Playing Area
- A properly maintained fence surrounds all play areas.
- A driveway separates one playground from the school. The P.E. teacher supervises crossing that driveway and barricades are used.
- The playground and equipment is inspected by the P.E. teacher on a monthly basis.

Parking Lot
- All parking lots and school entrance are properly lighted to insure the safety of all visitors and students.

Visual Access Inside and Outside
- All hallways are monitored at all times by faculty, staff and closed circuit camera.
- Each classroom is labeled outside the door of entry.
- A security camera system is in place to monitor the school grounds.

Exits
- All exit doors open to the outside with a panic bar and have a fire exit sign.
- All exit doors are monitored by a security camera system.

Fire Extinguishers/Fire Alarms
- Fire extinguishers are located as per local fire codes determine and maintained annually.
GENERAL SAFETY INFORMATION

- Fire drill evacuation charts are updated, posted, and reviewed with all the staff.
- Fire drills are practiced every month.
- Severe weather evacuation charts are updated posted, and reviewed with all the staff/students.
- Weather drills are practiced on a regular basis.
- There are distinctive codes for fire/weather alarms and other designated emergencies.
- Early dismissal procedures are developed and distributed to students, staff, parents, and the community.
- Evacuation plans/codes include methods for managing students with disabilities and or students with limited English proficiency.
- Communication/telephone charts for all staff developed/communicated for all types of emergencies are updated and distributed annually.
- Community evacuation plans that include the school/students are shared with all staff/students. The community is aware that a plan is in place.
- Adults adequately monitor all areas of the campus at all times.

SUPERVISION OF STUDENTS

- Responsibilities are assigned to school personnel regarding the supervision of students. Rules are written and distributed through the Staff Handbook and revised on a yearly basis.
- When it becomes necessary for a teacher to leave the room, a neighbor teacher is consulted and supervises until the classroom teacher returns. No students are left unattended.
- Teachers when going to PE/library/computer lab classes supervise classes. Students going to restroom or on errands to office have an approved pass.
- Classes are monitored while moving from one area to another by school personnel and security cameras.
- All areas (hallways, play areas, classrooms, labs, early dismissals, cafeterias, restroom, and gymnasium) are carefully monitored.
- There are specific rules governing field trips that include permission slips and students returning to school and/or their parents. Items included are name tags, medical records, and telephone numbers of parents at work and/or home.
- Teachers carry emergency student information and class lists when leaving the classroom for emergencies.
- A substitute folder is provided for each classroom/teacher with all related information regarding students including schedules, procedures and emergency information.
- Written duty rosters are provided for all personnel and posted in the hallway outside teacher workroom.
Training for Staff, Students, Parents and Others

The Principal or the Chief of School and Student Safety shall meet not less than three times yearly with the school staff at which time an orientation will take place. All concerned persons will be familiarized with the Crisis Plan at this time. Monthly drills are required in regard to fire. Tornado drills are mandated periodically throughout the school year. Students are trained in the correct procedures for both of these potential dangers. Bus drivers will conduct emergency evacuation drills twice yearly for students who ride the bus. Volunteers and parents are informed that a Crisis Plan is on file in the school office.

Crisis Management Plan

- Important information will be gathered as quickly as possible.
- Students’ safety will be a priority.
- The Chief Executive Officer and Chief Academic Officer will be notified immediately.
- CEC’s Director of Communications & External Affairs will hold an initial press briefing after reviewing vital information with the Chief Executive Officer, Chief Academic Officer, Principal and Chief of School and Student Safety.

1. The library media center or the front of the school building will be used as the designated area for news media if needed.
2. The principal will be the primary spokesperson for the media only after speaking with the Chief Executive Officer.
3. School personnel will emphasize to parents and staff that they have the right to refuse speaking to the media.

Extracurricular Activities

Venue

Venue Equipment or Supplies
- Practice venue is equipped with an AED.
- School buses used for extracurricular events are equipped with two-way radios. Drivers or school personnel requesting the use of the buses are also required to have a cellular phone.
- Emergency and communication equipment is observed to be available and operational before departure of buses.
- Each school bus is equipped with a basic first aid kit.

Safety Plans and Procedures
- No organization is allowed to use the venue without prior approval of the principal and proof of access to the Safety Plan that has been developed by each individual or organization requesting use of the practice venue.
No organization is allowed to use the venue without prior approval of the principal and proof of immediate access to the Emergency Medical Treatment Manual that has been provided by each individual or organization requesting use of the practice venue.

No organization is allowed to use the venue without prior approval of the principal and proof of access to the Emergency Procedures for Miscellaneous Incidents that has been provided by each individual or organization requesting use of the practice venue.

Emergency First-Aid/Trauma Kit
- Before approval of access to the practice venue is granted by the principal, evidence of an immediate access to a well equipped first aid or trauma kit, provided by each individual or organization, is required.
- Before the principal grants approval of access to the practice venue, the individual or organization requesting use of the venue will provide evidence of adequate first-aid or trauma kits.

Staff Training and Certification
- Individuals or organizations requesting use of the venue are responsible for acquiring first-aid training and certification.
- Individuals or organizations requesting use of the venue are responsible for acquiring CPR training and certification.
- Individuals or organizations requesting use of the venue are responsible for reporting procedures following an incident that involved violence and/or injury to the school, central office, and their organization.
- Before the use of invasive medical treatment is administered, legally prescribed written orders obtained from a certified physician is required.

Other Pertinent Information:

Field Trips
Student information is carried by teachers on any trips away from school on any trips away from school campus. This includes medical information, parental contact numbers, etc. Teachers carry personal cellular phones and a listing of applicable phone numbers. The school keeps a listing of students assigned to each bus. Each student is required to wear identification while on the trip. Safety procedures of the venue will be followed.

SAC
School Advisory Council/Organization meetings are held periodically on the school campus. The principal or designee will be responsible for implementing the safety the safety plan during these meetings. The plan for that area of the campus, as listed in the Plan and Procedure for Crisis Management/Prevention, will be followed. Parents will be informed yearly of our plan and encouraged to follow in event of a crisis.

Extended Day
Students attending Extended Day will follow the Crisis Prevention Plan designed for that area of the school. The Chief Innovation Officer will be responsible for knowing, practicing and implementing the plan with these students. The Chief Innovation Officer has emergency information on every
student. The Chief Innovation Officer has phone access and emergency information on every
student.

Special Activities

(Field Day, Fall Festival, Spring Fling, etc.)
Special activities are sometimes held on school campus outside of school hours. The Community
Engagement coordinator will be responsible for implementation of the safety plan in the absence of
the principal.

Community Activities
Any community member reserving a portion of the school campus for activities will be responsible
for becoming familiar with the safety plan for that designated area. At the time of reserving the
facility, the principal or Community Engagement coordinator will provide the safety plan.

Recovery
After the Crisis: The Role of the Principal, Counselor, and
Teachers

Principal
- Support response efforts and be available for media.
- Be visible, available, and supportive to empower staff.
- Provide direction for teachers to alter the curriculum. Specifically, consider testing, if
  postponement is necessary.
- Communicate with central office administration and other affected schools
- When appropriate, contact family of the deceased and inform staff and students about
  funeral arrangements.
- Consider an area on campus to land an emergency helicopter.

School Counselor’s Role
- Be available by canceling other activities.
- Locate counseling assistance by checking community resources, and system “Crisis Plan.”
- Provide individual and group counseling.
- Coordinate and greet support staff members and then take them to their assigned location.
- Contact parents of affected students with suggestions for support and further referrals.
- When appropriate, follow the schedule of the deceased and visit classrooms of close friends.
- Support the faculty and provide counseling as needed.
- Keep records of affected students and provide follow-up services.
- Establish a self-referral procedure. Make referral forms available.
- Review and distribute open-ended questions to assist teachers with classroom discussion.
- When applicable, assign a counselor or responsible adult to follow the deceased student’s
  schedule for the remainder of the day.
- Monitor grounds for students leaving the building without permission.

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• Arrange routine for the masses of parents who will pick up their children early.
• Ensure that students who are closest to the victims are picked up by parents at school.
• When appropriate, notify bus drivers of the victims in order for them to adjust and be aware of student emotions.
• When appropriate, notify feeder school so they can prepare siblings and other students regarding the crisis.

Teacher's Role
• Provide accurate information to students, which may dispel rumors.
• Lead classroom discussions, when warranted, that focus on helping students to cope with loss.
• Answer questions without providing unnecessary details.
• Recognize and honor the various religious beliefs that may help the students to cope.
• Be understanding and receptive to students' expressions of various emotions.
• Be careful of the use of TV broadcasts in the classroom. Live newscasts can be traumatizing.
• Identify students who need counseling and refer to building support personnel.
• Provide activities to reduce trauma, such as artwork, music, and writing.
• Alter the curriculum as needed.
• Discuss funeral procedures when appropriate.
• Know how to get assistance from other professionals should the need arise.

Prioritized Procedures

Fire
• At least one fire drill will be held at the school each month that school is in session.
• The fire drill shall require complete evacuation of the main building and portable classrooms.
• The fire alarm will sound to notify occupants in the building that an evacuation is needed. In event of a power failure, a bullhorn will be used.
• A fire drill evacuation plan is posted in all rooms.
• All exit doors will remain unlocked from the inside and clear of obstructions at all times.

Fire Drill Procedure:
1. A fire drill alarm has a series of three short rings.
2. Students will be instructed by teachers to quickly and quietly leave the building in an orderly manner.
3. Teachers will take class roll once students are in a safe area to ensure all are present. Any missing student must be reported to the school's administration at once.
4. The emergency response team will check all areas of the building to ensure all students are in the designated areas.
5. The receptionist and bookkeeper will take the hard copy of the student information sheets to the designated areas.

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• Fire alarms are located in throughout building.

Electrical Safety and Appropriate Machinery/Equipment Use
• Occupation Safety and Health Act (OSHA) guidelines are followed.
• All science lab equipment and supplies are properly maintained.
• School lunchroom is free of hazards as outlined in local safety codes.

Signs/Directions to Safety Areas
• All exit signs are regularly maintained.
• Visitor entrance procedures are posted on all exit doors.

Hall Passes
• Student sign in/out procedures are followed in all classrooms.

Security
• All keys are secured in a locked cabinet easily accessible.
• All records are maintained in a secure location daily.
• Security cameras are used to monitor the school grounds, hallways, certain unidentified areas and are located on all exit doors.

COMMUNICATIONS

• The existing intercom system permits communication to all rooms inside the school building and one portable classroom.
• Fire/severe weather alarm procedures are in place and cover all buildings and school areas. Procedures and diagrams are posted in all locations of the school.
• Alarms can be heard in all areas of the school.
• There is a back-up procedure for alarms due to power failure. Electronic alarms use a battery backup if power failure occurs. If the electronic alarms will not sound, there is a manual system that can be used.
• A private line other than the published school number(s) is available for emergencies and known only to administrative personnel. Walkie-talkie will be available to personnel at all times.
• A sufficient number of computers, lap top computers, fax, and e-mail capabilities are available to serve emergencies. Batteries are kept charged and on hand.
• School personnel uses district automated messenger system to send parents advanced notices when school is to dismiss earlier than normal.
• Battery powered bullhorns are available to use inside and outside the building at any time. Batteries are kept charged and are available at all times.
6. No one will be allowed to re-enter the building or portables until the all clear signal is given by the administration.

Fire in the Building Procedure:
1. The Fire Department will be called immediately by office personnel.
2. Students will be evacuated immediately with the use of the fire alarm.
3. The Chief Executive Officer’s office will be notified.
4. Teachers will quickly gather emergency folder.
5. Teachers will supervise all students and exit to designated area.
6. Teachers will call roll to ensure all students are accounted for and alert administration if any student is missing.
7. Teachers will reassure students of their safety and keep them out of harm’s way.
8. If a parent, friend, or relative arrives and wants to check out a child, the teacher will refer to the early dismissal form for each student in emergency folder. The form states who is allowed to check the child out in case of emergency. The Emergency Team will assist teachers. If there is any question about who is allowed to pick up a child, the teacher or a team member will call home. Once approved, the person checking out the child will sign the check out form in the teacher’s emergency folder.

Enrichment classes during a fire:
- Students who are in the lunchroom, library, or 2-4 computer labs will be taken by the personnel in charge and evacuated out the back doors to the football field area. Resource personnel will assist in getting kids to their homeroom teacher.
- Students in P.E. will be taken by the P.E. teachers to the playground area and are to be met by the homeroom teacher.

Fire Drill Plan
Severe Weather
- In case of potential severe weather, CEC will remain in contact with the Emergency Management Agency to pass along information to our school through email, phone calls and fax.
- Severe weather is monitored by our school with television updates and the Internet site accuweather.com.
- All students and faculty are moved inside the main building when possible bad weather is approaching our area.
- A severe weather drill is done periodically throughout the school year and documented.
- Severe weather drills are posted in all areas of the school.
- Severe weather drills will be announced over the intercom system or bullhorn if the power has failed.

Severe Weather Drill-School Building:
1. Severe Weather Bell will ring over intercom.
2. Teachers will get emergency folders and take with them.
3. Students will form a single file line quickly and quieting and leave the classroom in an orderly fashion.
4. Students will assume the severe weather drill position by facing the wall in the designated area and covering their head.

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5. Teachers will ensure that all students are accounted for and will report any missing child to the administration.
6. Teachers will remain with their class until the threat of bad weather has passed and the administration has given the all-clear to reenter the classrooms.
7. If a parent, friend, or relative arrives and wants to check out a child, the teacher will refer to the early dismissal form for each student. This form states who is allowed to check the child out in case of emergency. Emergency Team will assist teachers. If there is any question about who is allowed to pick up a child, the teacher or a team member will call home.

**Enrichment classes during a severe weather threat:**
- Students who are in the lunchroom, library, or 2-4 computer labs will be taken by the personnel in charge and evacuated to a secure location. Homeroom teachers must meet students at that location and call roll as soon as possible.
- Students in P.E. will be taken by the P.E. teachers to a secure area near the gymnasium and are to be met by the homeroom teacher as soon as possible.

**SEVERE WEATHER AFTER BUSES HAVE BEEN LOADED FOR DISMISSAL:**
- Bus Driver will follow evacuation procedures.
- Resource Personnel will assist students in getting to their severe weather location.
- Teachers will be at severe area drill location with emergency folder.
- Teachers will take roll to account for all students. Teachers will notify administration of any student unaccounted for.
- Students will assume severe weather position by facing the wall in the designated area and covering their head.
- Teachers will remain with their class until the threat of bad weather has passed and the administration has given the all-clear to re-enter the classrooms.
- If a parent, friend, or relative arrives and wants to check out a child, the teacher will refer to the early dismissal form for each student. This form states who is allowed to check the child out in case of emergency. Emergency Team will assist teachers. If there is any question about who is allowed to pick up a child, the teacher or a team member will call home. Once approved, the person checking out the child will sign the check out form in the teacher’s emergency folder.

**Severe Weather Plan Considerations for those with special needs (Multi-Needs Unit).**
- The teacher will help prepare students in advance for safety drills recognizing that sensitivity to sound (loud warning alerts) might be a concern for some. Thus, teacher will prepare students in advance by using loud buzzers to mock alarm warnings.
- Special Education Teacher and Aides will assist in helping students to evacuate the classroom.

**Severe Weather Plan**

**Utility Emergency**
In case of a utility emergency (electrical power failure, gas leakage, or water main break), the following procedure will be put into action.

**Power Failure:**
• Power failure in a classroom or one area of the building will be reported immediately to the administration.
• The Power Company will be notified of the outage.
• All equipment that might be damaged by a power surge when the electricity is restored must be turned off or unplugged.
• Administration will give notice to employees of the next steps that are to be taken.

Gas Leak:
• A gas leak must be considered a top-priority emergency situation.
• An administrator must be notified immediately.
• The building will be evacuated using the fire drill plan.
• The administration will contact the utility company.
• CEC's Chief Executive Officer and Chief Academic Officer will be notified.

Water Main Break:
• An administrator will be contacted immediately.
• Teachers will move students in the area to a safe place.
• The Water Company will be notified.
• CEC's Chief Executive Officer and Chief Academic Officer will be notified.
• Administration will give notice to employee of the next steps that are to be taken.

Bomb Threat

Should a bomb threat be made over the telephone, the individual who answered the call must keep the caller on the line as long as possible and write down as much information as they can. The exact time, description of the caller's voice, and any details about the actual bomb should be documented.

Once the caller hangs up the receiver, the individual who answered the call should immediately dial *69 to see if they can retrieve the phone number from which the call was made. Administration should be notified immediately of the call.

Bomb Threat Procedure:
"Sweep In Place"
• After the call has been made, the administration will call 911 to report the incident and then notify CEC's Chief Executive Officer and Chief Academic Officer's office will be notified of the situation.
• Office staff will make sure call tracing method *69 is implemented.
• Administrator will announce LOCKDOWN immediately for SWEEP of Building.
• Resource Personnel may be asked to assist authorities in sweeping the building for suspicious packages/situation.
• Teachers and students will remain in locked classroom until further instructed.
Bomb Threat “Sweep and Evacuate”
- If Administrator announces “Sweep and Evacuate” that means teachers and students will leave according to fire exit plans.
- Teachers will gather emergency folders and take it with them.
- Teachers must call roll to ensure all students are accounted for and notify office personnel of any missing student.
- Principal and the Chief of School and Student Safety may remain with authorities and assist in searching the building if asked to do so.
- In order for a child to be checked out by anyone during a bomb threat, the authorities will first have to give permission. Once permission is granted, refer to the early dismissal form for each student. This form states who is allowed to check the child out in case of emergency. The Emergency Team will assist teachers. If there is any question about who is allowed to pick up a child, the teacher or a team member will call home.

Intruder
Signs are posted at the school entrance requesting that all visitors stop at the front office to receive a visitor’s pass. Teachers are asked to monitor hallways as they are moving from area to area and escort anyone without a pass to the office.

Irate person:
- If the irate person is in the office or hallway, the administration will attempt to calm the person or ask them to move outside the building.
- If the irate person refuses to calm down, local police will be called by the office staff to assist the administration.
- Should the irate parent enter the building through the middle school or lunchroom and cause a scene in the classroom, the teacher must alert the administration by using emergency call button or telephone.

Armed Individual (with or without hostages)
- Teachers will be alerted over the intercom system that our building be placed in LOCKDOWN RED.
- Teachers should lock classroom doors and windows (close blinds). If possible, barricade door.
- Move students away from the door and windows so they are not visible to the intruder.
- Make sure all students are accounted for in your classroom. If you have information regarding the perpetrator call 911 with the information. If a child is out of your room (bathroom break, etc.) text the child’s name and location to administration (if possible) once help has arrived.
- Teachers and students will remain in this LOCKDOWN RED Mode until an administrator or safety official instructs them otherwise.
- The goal is to remain “tight” until officers arrive.
- Remember there is a Code Word for persons to enter your classroom.
- Police Officers will have control over when parents can pick children up. Scenario: What if you witness a hostile entering the classroom across from your room and he starts shooting?
- You would immediately go into LOCKDOWN RED.

Lock your door, barricade it if possible.
*Press Emergency Office Button for help as you are securing the children, hiding them away from window and doors. Depending on the situation, it might be safer to call on your cell as you have the ability to whisper or use text.

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The office will call 911. However, it may be that you have more information on the gunman’s activity, and physical description. In this case, keep the police or dispatcher on the line until first responders arrives. This allows you to provide any additional information. Remain in LOCKDOWN RED until administration or police state that the area is secure.

**Shooting/Weapons**

Should gunshots be directed toward the school’s campus from a moving vehicle or an individual outside the building:

**Procedure when outdoors:**
- Lie flat on the ground and do not move.
- Remain still until you are positive the perpetrator is gone or you are directed to move.
- After the incident, teachers and students must write down all details that can be remembered including:
  - Make of vehicle
  - Color of vehicle
  - Direction in which the vehicle traveled
  - Number of persons seen in the vehicle
  - Specific characteristics of the people seen in the vehicle such as race, sex, and approximate age
  - License number of the vehicle

**Chemical/Hazardous Waste Spill**

**Procedure:**
- The principal will announce that teachers are to take students to the area in the hallway for severe weather drill.
- Teachers will be instructed to turn off all air conditioners or heaters and close all vents.
- Teachers will shut classroom doors
- The janitor will be instructed to close off all main vents, air, etc.
- Any students and personnel on the playground or in portables will be brought inside the main building.
- All entrance doors and windows will be closed immediately.
- Authorities and the CEC’s Chief Executive Officer and Chief Academic Officer will be notified.

**Fighting or Riots**

**Procedure for stopping a fight:**
- If the fight begins inside the classroom and the teacher needs assistance, she will use emergency call button or telephone.
- Personnel will be speak loudly and let the participants know that the behavior should stop immediately.
- Other teachers should assist if they hear or see an incident occurring.
- If students began to gather at the scene, personnel should specifically call the names of students they see and demand that they step away.
- Teachers should yell for help if they the fight persists and especially if weapons are involved.
Once students are separated, teachers should not use further confrontational behavior by making accusations toward those who were fighting.

- Students should be removed from the area and taken as quickly as possible to the office.
- Students should be given an opportunity to cool down in a calm setting.

**Procedure for handling a riot:**

- All personnel are encouraged to be sensitive to the emotional climate of the campus and attempt to diffuse any possible eruption of problems.
- In the event of a riot inside the building, the fire evacuation plan will be followed to remove students from the building. Students will remain outside until the principal directs them that it is safe to return.
- In the event of a riot outside of the building, the lockdown procedures will be put into place to keep students safe from harm.
- Law enforcement will be notified of the disturbance and meet with the Principal or Chief of School and Student Safety at a predetermined site for information.
- Office staff will notify CEC's Chief Academic Officer.

**Vandalism**

If a break-in or vandalism is discovered in the building, the following steps should be taken:

- Do not touch anything.
- Alert administration immediately. If the discovery is made outside of regular school hours (weekends), administration must be called immediately.
- Administration will direct faculty as to where classes should be moved until an investigation and clean up are completed.
- Personnel must provide administration and police with a detailed list of inventory.
- Administration will review data collected by the camera system and relay information to police.
- Complete police forms.
- Notify CEC's Chief Executive Officer and Chief Academic Officer's office.

**Air Disasters**

In the event of an air disaster in close proximity of the school the following procedures will be followed:

- The school will go in to lockdown mode.
- All students/teachers in portables will be brought in to the main building and any students on the playground will be brought in immediately.
- The CEC's Chief Executive Officer and Chief Academic Officer's office will be notified.
- Principals at all schools will work together to keep students from harm by discussing options at hand.
- If necessary, an evacuation of all students and personnel will be conducted. In this case, administration would be responsible for alerting the transportation department or the schools transportation provider.
Lost/Runaway Students

If it is suspected that a child is lost or has runaway from school, the following procedures will be followed:

- The teacher should notify the administration immediately of the situation.
- Administration will determine if the student came to school for any part of the day by checking with the bus driver, through attendance records, and by checking the ID FLOW.
- Office personnel will make an all-call on the intercom for the child while administration is checking records.
- A designee will be assigned to check all areas of the school such as restrooms, gymnasium, library, computer labs, etc.
- Security camera film will be used if teacher verifies that the student was on campus.
- An attempt to notify parents or guardians will be made if the child is not found on campus.
- Appropriate law enforcement will be notified of the situation.
- A follow-up conference will be conducted the following day with parents.
- Appropriate disciplinary action will be taken according to due process if necessary.

Explosion

If sudden damage to the school's structure occurs, the following steps should be followed:

- Administration should be notified.
- If conditions pose a threat to students or personnel, occupants must be evacuated from the affected portion of the building.
- Administration will contact necessary assistance: police, fire department, paramedics, etc.
- The Chief Academic Officer will be contacted in order to make a decision about closing the school.

REMOTE EVACUATION and FAMILY REUNIFICATION

This type of evacuation is used for any situation in which students and staff need to be moved to a remote site for reunification with family members.

- Principal and Chief Academic Officer will decide if remote evacuation plan is to be activated. Central Office will notify bus transportation.
- Principal will announce that we evacuate to _________________ remote evacuation site.
- Principal will request that law enforcement official's dispatch uniformed personnel if necessary.
- Principal or designee will notify Crisis Team Members.
- Administration will make an announcement by Public Address System, Email, Text Messages and other practical means to notify families.
- All faculty and staff will assist students in loading the buses for evacuation.
- Teacher will take emergency notebook and call roll prior to buses departing.
Hostage/Kidnapping

If a hostage situation occurs, the following procedures will be followed:

- The school will be placed in Lockdown Red Mode.
- All personnel should remain calm.
- Any instructions given by the person holding the hostage will be followed to ensure the safety of the victim.
- All personnel should be cooperative.
- The captor should be informed of medical needs of the hostage if there are any.
- The situation should not be resolved using any type of force.
- All personnel involved should be observant and try to remember everything that is done or heard.
- Administration will be responsible for the following:
  - Law enforcement should be notified immediately.
  - The principal will notify the Chief Academic Officer.
  - Keep everyone as calm as possible.
  - Administrators will attempt to communicate calmly with the individuals for demands until law enforcement arrives.
  - Turn the situation and any details that have been documented over to authorities.
- If a kidnapping takes place on school property:
  - Administration should be notified immediately.
  - Police and parents/guardians will be notified.
  - Witnesses will provide any information that can be remembered, including a description of the abductor, the car, license number, etc.

Sexual Assault/Neglect

- Reporting of any form of sexual assault or neglect is mandatory.
- Any suspected or known student neglect, physical abuse, or sexual abuse must be reported to the school counselor, administration, police, and the Department of Public Welfare (DPW).
- Reports to DPW will require the following:
  1. Student’s name, birth date, address, phone number, parent/guardian’s name
  2. Name of anyone suspected of abusing the child
  3. Nature and extent of the abuse

Any school personnel reporting suspected assault or neglect of a child in good faith is provided with civil and criminal immunity.
Railway Derailment

- In the event of a rail crisis that affects the school, the Chief Executive Officer will have the final decision on whether the school will stay in session. The Chief Executive Officer will be advised by local authorities to keep students safe. In a case where the school must be closed, the process will be the same as for inclement weather. In case of a rail crisis that affects our transportation, the principal will contact the school community and will do everything possible to prevent this most tragic form of death.
- Personnel will be alert to any student who appears to be severely troubled or depressed.
- Any personnel that is aware a student has threatened or hinted at suicide must get that information to the counselor or administration at once.
- The counselor or administration will contact parents/guardians and outside assistance to help the student through this difficult time.

The Chief Executive Officer and transportation supervisor in order to reroute our buses. Alternate routes can be mapped out to ensure safety of all students and personnel.

Suicide/Death of a Student or Staff Member

Suicide:
Recommendations regarding a suicide:
- Do give students facts and emphasize prevention.
- Do provide individual and group counseling to assist students and personnel in coping with the situation.
- If counselors from area school are not enough, the administration will seek further assistance from outside agencies.
- School administration and personnel should contact the family and offer the school’s support.

Death:
- Should this tragic event occur, the administration and counselor must meet immediately to review what has happened. Response to the psychological needs of both staff and students as soon as possible is the best prevention for the development of posttraumatic stress.
- Support should be extended to the family of the deceased.
- Family members must be asked permission to share information with the students and staff. Allow the family to provide the information they want shared with others.
- Ask family members if they object to students and staff attending the funeral services.
- Relay information to the students in factual way, careful to avoid breaching the student’s or family’s privacy.
- Students should be told of the death in a small group setting, not in an assembly. Allow students to ask questions or state their feelings.
- Let students know that there are individual counselors who will talk with them one on one if needed.
- Allow attendance for the funeral if it is during the school day.
- Monitor students following the incident and be alert for depression.
Serious Accidents On/Off Campus

On Campus Accidents:
- The school nurse will see students or staff who are injured on campus. The nurse will determine the extent of the injury and make the decision on whether paramedics are called.
- Each student and staff member has an emergency information sheet with emergency contacts listed. All the information is listed in STI on the computer and the office and teacher have a hard copy of the form.
- If the injury is not life threatening to the student, the parent will be called by the nurse to discuss the injury and to decide if the parent needs to check the child out of school.
- If the injury is sustained by a staff member, the administrator will provide On the Job Injury forms for the doctor to fill out and notify CEC's Deputy Chief Operating Officer for Talent Development & Human Resources.

Off Campus Accidents:
- Students are only allowed to attend off campus trips if they have a permission slip signed by a parent or guardian.
- Teachers must provide the office with a list of students and adults on each bus before departure. Students and adults must ride their particular bus to and from the event. Students may not switch buses or ride home with parents unless there are extenuating circumstances and the principal has given permission.
- Students will wear identification stickers and school uniforms for the duration of the trip.
- In the event of a crisis while away from campus, a teacher will notify the school and the administration immediately.
- If needed, the administration will leave campus and go to the scene.

Drug Prevention/Distribution of Medications

Drugs:
CEC prohibits all persons (students, staff, and visitors) from using tobacco products on school property. Use, possession, and/or sale of tobacco products are violation and will result in an out of school suspension or alternative school placement. The sale, purchase, use of prescribed/non-prescribed drugs, illegal drugs, or alcohol is a Violation and law enforcement must be notified. The Student Code of Conduct Disciplinary Sanctions list six specific steps that must be taken in the event that a Violation is committed. The decision to initiate disciplinary action and/or criminal charges against a student shall include a review and consideration of the student's exceptional status, if applicable.

Medications:
If circumstances require that a child must take medications during the school day, the school nurse or trained medication assistant shall administer the medication in compliance with the following regulations:
- Written instructions, signed by the parent/guardian and physician will be required and shall include the child’s name, name of medication, purpose of medication, time to administer, dosage, and possible side effects.
- Prescription medications MUST be authorized by a physician and have physician’s orders for the nurse to follow.
- Over the counter medications must have parent authorization and the medication must be provided by the parent.
- Medications must be in their original container and appropriately labeled.
- Medication will be stored in a double locked cabinet in the nurse’s office.
- The nurse will keep a record of medicines that are administered with date, time, and name of medicine. The nurse or trained medical assistant will initial that the medication was given.
- The parent/guardian of the child must assume responsibility for informing the nurse of any changes in the child’s health or change in medication. Any changes in medication will require a new doctor’s order.
- Students should never transport medication to school. It is the responsibility of the parent. If the parent/guardian is unable to deliver the medication to the school, a bus driver can deliver the medication as a last resort. The nurse will count and receipt any narcotics brought in by a bus driver.
- Students will never be sent home from school with medications. An adult must come to the school to retrieve medications. All medications left at the school during the summer months will be destroyed by the nurse and witnessed by an administrator. No medications will be held until the next school year.
- In the event of an emergency, the school nurse will keep emergency medication (insulin, diastat, glucagons, inhalers, etc.) on her person until the crisis has been resolved should a student be in need.

Catastrophic/Communicable Illness

- The Chief Academic Officer, Deputy Chief Academic Officer for Curriculum and Instruction, and Principal shall have the authority to exclude any student or staff member with a communicable disease or parasite known to spread by any form of casual contact from school for a period of time as may be prescribed by the Department of Public Health.
- In all cases, a statement of clearance from the Department of Public Health or a physician shall be required before the student or staff member may re-enter the school.
- All persons privileged with any medical information that pertains to students or staff members shall be required to treat all proceedings, discussions, and documents as confidential information.
- Irrespective of the disease presence, routine procedures shall be used and adequate sanitation facilities will be available for handling blood or body fluids within the school setting.
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Student Transportation Plan
The primary means of transporting students to and from the CEC school campus will be via buses contracted by the local school district or outside transportation provider. CEC’s Vice President for Business Operations and the Director of the Student Success Center and School Advisory Council will work closely with the school district to ensure that necessary modifications to existing bus routes, if any, will be made in a manner that considers both student safety and efficiency.

For our extended-day or extended-year program at CEC school campus, attempts will be made to maximize the use of district-provided transportation. Additional transportation needs will be satisfied by contracting for services with the district or with one or more of the bussing contractors in the local area.

Transportation for sporting events, field trips, etc. will be performed in a manner that ensures student safety and may include contracting of services.

Students living outside the local district who attend CEC school campus will be provided transportation pursuant to applicable statutes and regulations.