

October 1, 2022

Pennsylvania Department of Education
Charter School Office
333 Market Street
Harrisburg, PA 17126

Regarding the application for a new charter school: The ChallengeU Pennsylvania Cyber Charter School

Dear PA Department of Education:

I am very pleased to submit to you on behalf of the founders and Board of The ChallengeU Pennsylvania Cyber Charter School (ChallengeU PCCS) this application for a charter to serve underage-overcredited (UA-OC) high school students in the Commonwealth beginning in the fall of 2023. This school aims to improve the outcomes of the many residents of Pennsylvania who have fallen behind or dropped out of school and who face the bleak prospect of never earning a high school diploma. The mission of this school is as follows:

ChallengeU Pennsylvania Cyber Charter School (ChallengeU PCCS) seeks to enroll and graduate from high school overage and under-credited adolescents, ages 15 to 21, who have dropped out or are at-risk of dropout and to prepare them to pursue a range of post-graduation opportunities.

Our school's unique mission is particularly well suited for a cyber school environment, as we aim to provide renewed high school graduation and post-secondary preparation opportunities to students from all types of communities, from the cities to the suburbs to rural areas. The school has a flexible design that can be tailored to accommodate the learning needs of these students—many of whom had to disengage from school due to life pressures such as the need to work to support their families and requirements to care for young children and other family members. The school has a “high tech, high touch” design that utilizes both in-person meetings and online connections and monitoring to maximize students' relationships to school at times that are most convenient to them. The Graduation Coach model that has been developed and tested successfully by ChallengeU, Inc. will be one of the foundations of our approach, ensuring that each student has a graduation progress manager who can collaborate with them to find the path that helps them to fulfill their graduation credit needs while ensuring they are prepared for their life and opportunities after high school.

We have an experienced team of education professionals who are fully prepared to build this project into an extraordinary new high school opportunity for some of Pennsylvania's most disadvantaged students. If you have any questions about this application or its attachments, please do not hesitate to reach out to me at 215-287-3244.

Sincerely,

Gregory R. Wright, M.Ed., MBA
Founder and Board President
ChallengeU Pennsylvania Cyber Charter School

October 1, 2022

Via Federal Express

Pennsylvania Department of Education
Charter School Office
333 Market Street
Harrisburg, PA 17126

Re: ChallengeU Pennsylvania Cyber Charter School

To Whom It May Concern:

Please be advised that this firm represents ChallengeU Pennsylvania Cyber Charter School ("ChallengeU") which has submitted, through its Founding Board, an application to open a cyber charter school for the 2023-2024 school year.

Attached as an Exhibit to the Cyber Charter Application is Management between ChallengeU Pennsylvania Cyber Charter School and ChallengeU Pennsylvania School Management LLC.

I have reviewed this Agreement as requested my client. After such review, I have been authorized to advise the Department of the following:

1. The Management Agreement represents the full and final agreement between ChallengeU Pennsylvania Cyber Charter School and ChallengeU Pennsylvania School Management.
2. The final agreement attached as an Exhibit to the charter application will be executed by both parties upon the award of a charter to operate a cyber charter school in the Commonwealth of Pennsylvania. Without a charter, ChallengeU Pennsylvania Cyber Charter School would unnecessarily be bound to the agreement.
3. The final agreement is unsigned subject to feedback from the authorizer and the parties have agreed to further negotiated language based on that feedback.



Boston MA + Providence RI +
New York NY + Philadelphia PA +
Milford CT

4. The Agreement which represents a significant expenditure of public funds should and will be voted upon by the Board of Trustees at a properly noticed public board meeting in accordance with the Sunshine Act.

5. No additional negotiations on this agreement are contemplated unless specific revisions are requested by the authorizer or if any aspect of the delegation of responsibility is determined to violate federal or state law. The parties agreed to negotiate in good faith an amendment to this Agreement to cure any violation.

6. The agreement evidences that the ultimate control of the cyber charter school lied with the Board of Trustees as the Board is responsible for the day-to-day operations of the cyber charter school. The Board retains the right to terminate the agreement and the board will conduct reviews of the ChallengeU Pennsylvania School Management's performance which reviews can include progress on academic achievement or substantial breach of material terms and conditions of the Agreement.

Thank you for your consideration of the cyber charter application of ChallengeU Pennsylvania Cyber Charter School.

Very Truly Yours,

/s/ Patricia A. Hennessy

Patricia A. Hennessy

Attorney for ChallengeU Pennsylvania
Cyber Charter School

ChallengeU Pennsylvania Cyber Charter School

Application for a Cyber Charter School in

Pennsylvania for the 2023-2024 School Year



October 1, 2022

EXECUTIVE SUMMARY

School Focus

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

The Challenge

The state of Pennsylvania, along with the country as a whole, has made great strides in improving the amount of students earning a full high school diploma over the past several decades. However, a substantial number of students, often from the most disadvantaged populations in cities and rural areas, continues to be left behind and exits school without graduating. High school dropouts and Overage-Undercredited (OA-UC) students number in the thousands every year in Pennsylvania, due to a wide range of circumstances, and these students face a bleak economic future when they become adults. The recent pandemic has exacerbated that situation, as it led to large scale disengagement and chronic absenteeism that threatens to derail many more students from their high school pathways. According to Pennsylvania Department of Education data, 9,854 students dropped out of school in the 2021-22 school year. Many students failed classes and were left underprepared to earn essential high school credits. These students, located in communities all across Pennsylvania, require a new type of educational intervention and supportive environment to get them through high school to earn a high school diploma and to prepare them to be successful in the next stage of their lives.

The Mission

ChallengeU Pennsylvania Cyber Charter School (ChallengeU PCCS) seeks to enroll and graduate from high school overage and under-credited adolescents, ages 15 to 21, who have dropped out or are at-risk of dropout and to prepare them to pursue a range of post-graduation opportunities.

The Model: Academics and Understanding

Dropouts and overaged, under credited students need different interventions and motivations than traditional 4-year graduates. Because students will come from a wide range of academic experiences and preparation, the school's academic programming must be tailored carefully to meet their specific needs. Feelings of disengagement from school must also be addressed directly by forming strong personal relationships between the student and their teachers and school staff and by providing life coaching and counseling to every student.

ChallengeU PCCS will provide highly trained teachers and coaches for students to provide a dual support system that surrounds them with multiple opportunities to move forward to high school graduation. Pilot programs in Virginia and Canada have given ChallengeU PCCS a detailed blueprint for success that we will build on to serve students across Pennsylvania. ChallengeU Pennsylvania School Management will be the management partner that provides the model and a wide range of services to keep the school on track, such as professional development, community outreach and similar support. Charter Choices will serve as the financial manager for the school.

The School

ChallengeU PCCS's cyber school program will offer the flexible scheduling that overage-undercredited students need in combination with intensive, in-person and online check-ins with teachers and coaches. Students will develop individualized goals and graduation roadmaps based on their personal life situations. Our approach is grounded in a proven life-coaching system that involves high intensity individual support that meets disconnected students where they are physically, academically, emotionally and socially. A group of trained, experienced "Graduation Coaches" provided by ChallengeU help to identify student needs and build a program around those needs to improve academic outcomes collaboratively with the student, their families, their teachers and others in their communities. Our approach connects students with self-paced core academic classes from Edgenuity aligned with Pennsylvania Academic Standards, with teachers who work individually and in small groups to address gaps in student knowledge and skills, and with a range of extracurricular activities relevant to their interests.

ChallengeU PCCS will fill a much-needed gap in currently available resources for at risk students and re-enrolled dropouts who wish to enter or return to a learning environment that will expand their post-graduate opportunities. ChallengeU PCCS will work with these students to realize their academic potential in order to connect them with rewarding post-secondary experiences, strengthen their career-oriented skillset, and give them a support network that can assist them in and after high school.

Throughout their time in the school, students will be encouraged to become the drivers of their own lives in pursuit of their high school degree, career interests, post-secondary preparation, and future life opportunities. Ultimately, ChallengeU PCCS seeks to dramatically improve the lives of the many students in Pennsylvania who feel the need for a different type of school in order to achieve their dream of high school graduation.

I. SCHOOL DESIGN

1. Mission Statement

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

Mission

ChallengeU Pennsylvania Cyber Charter School's (ChallengeU PCCS) mission is to enroll and graduate overage and under-credited adolescents who have dropped out or are at-risk of dropout and prepare them to pursue a range of post-graduation opportunities.

Core Philosophy

A high school diploma provides a world of opportunity for adolescents, from higher lifetime earning potential, to decreased likelihood of incarceration and health risks, to access to better living and working conditions. Earning a high school diploma serves as a foundation to better life and career outcomes in general and is often regarded as a basic prerequisite for gainful employment. ChallengeU Pennsylvania Cyber Charter School (ChallengeU PCCS) will support students with nontraditional educational trajectories in developing and pursuing a goal-oriented pathway toward high school graduation.

ChallengeU PCCS's cyber school program offers flexible scheduling, combined with regular, in-person and online check-ins with teachers and life coaches, providing students with individualized plans and the academic and social support they need to facilitate high school completion. Our approach is grounded in a proven life-coaching system that involves intensive individual support that meets disconnected students where they are physically, academically, emotionally and socially. A group of trained, experienced "coaches" provided by ChallengeU identify student needs and help to improve their situations collaboratively with the student, their families, their teachers and others in their communities. Our approach connects students with self-paced core academic classes aligned with Pennsylvania Academic Standards, with teachers who work individually and in small groups to address gaps in student knowledge and skills, and with a range of extracurricular activities relevant to their interests.

The Founding Coalition at ChallengeU PCCS believes in approaching all students with compassion. and that We also believe that every student in Pennsylvania deserves the opportunity to graduate from high school, regardless of the obstacles that may have derailed them along the way. Our approach is based on the ample evidence that traditional classroom models and synchronous modes of cyber schooling have not worked for all students and that many can benefit from alternative modes of connecting with academic teaching and learning.

Our school model combines the flexibility of online instruction with the power of relationships. Through self-paced classes and individualized instruction for students who need additional support provided by ChallengeU PCCS teachers, the school intends to re-engage students and present graduation as a clear and viable goal. Weekly check-ins from coaches will support

student social-emotional needs to compliment the academic program and balance the wraparound ChallengeU model of services.

ChallengeU PCCS will provide an accommodating academic schedule and program for over-age and under-credited (OA-UC) students who could not reach their full academic potential in traditional brick-and-mortar or cyber school settings, as well as those who have self-identified as a “dropout”. Our innovative educational method provides an option for students beyond what is currently available in the Commonwealth and offers at-risk youth ages 15 through 21 a chance to recover credits, re-enroll in school (if they had previously dropped out), earn a high school diploma, and pursue postsecondary endeavors.

Data show that students with a history of low academic achievement, high school absenteeism, grade repetition, and low educational expectations have a high likelihood of dropping out of school before earning a high school diploma.¹ There are many students who are afflicted by these and similar factors, as over 7,000 students drop out of high school every day, according to the National Alliance for Public Charter Schools.² This is a huge crisis for America’s students and for the Commonwealth of Pennsylvania- particularly those students who are economically disadvantaged, from minority background and/or are from rural populations (https://pop.psu.edu/sites/pri/files/HSDropOutRatesBrief_RFCdocx.pdf). Some school districts in Pennsylvania have a lower than 50% graduation rate. The rates of dropout, after declining for years, are expected to increase dramatically in coming years as the impact of the pandemic is felt throughout the state’s high school population.

ChallengeU PCCS will fill a much-needed gap in currently available resources for at risk students and re-enrolled dropouts who wish to enter or return to a learning environment that will expand their post-graduate opportunities and allow for flexible scheduling in order to maintain their daytime obligations. Indeed, a primary reason former dropouts decide to re-enroll in school is due to limited employment opportunities. ChallengeU PCCS will therefore work with these students to realize their academic potential in order to expand their post-secondary experiences, strengthen their career-oriented skillset, and provide support to students wanting another chance to succeed in school.

The Students

ChallengeU PCCS will be a cyber charter school for both overage and under-credited high school students and re-enrolled dropouts ages 15 through 21 throughout Pennsylvania. Students will receive a minimum of 990 hours of instruction per school year. Students in grades 9 through 12 will be eligible for enrollment at ChallengeU PCCS, depending on their age (15 through 21) and whether they are considered an OA-UC student. Grade level will be determined by number of accumulated credits, as detailed below:

¹ <https://www.k12academics.com/High%20School%20Dropouts/risk-factor-high-school-dropouts#:~:text=Academic%20risk%20factors&text=These%20factors%20include%20absenteeism%2C%20grade,increased%20likelihood%20of%20dropping%20out>

² <https://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/07/NAPCS-OPP-OverAge-Report-05.pdf>

Figure 1. Grade Level Determinants by Credits and Eligibility by Age

Grade Level	Credits Earned	Maximum Age of Entry (in years)
9 th	0 - 4	17
10 th	5 - 9	18
11 th	10 - 15	19
12 th	16 - 20	20

Note: A minimum of 21 credits earned is required to graduate

Partnerships

The ChallengeU PCCS Founding Board has selected ChallengeU Pennsylvania School Management to provide overall management services to the school. Those services will include, as reflected in the budget:

- Business Operations, Governance, and Leadership
- Budgeting, Administrative, and Financial Services
- Professional Development
- Payroll Services
- Student Coaching Services
- Community Outreach and Communication Services
- Human Resources and Other Employment-Related Services
- School Activities
- Consumable Supplies for Administrative and Instructional Staff
- Supplemental Curriculum materials
- Instructional Software and Learning Management System
- Student and Teacher Technology Assistance Services
- Curriculum and Instructional Support Services
- Student Furniture
- Staff Computers and Software
- Student Computers and Printers
- Student Internet Access
- Site Costs and Associated Services
- Other services including: Travel, Telephone/Internet, Printing and Binding, and Postage and Shipping

Imagine Learning will provide the PA-standards-aligned curriculum/academic content required for graduation. Self-paced learning and flexible scheduling will allow students to incorporate schooling into their daily lives with the help and support of their regular and special education teachers, employed directly by the school, and student coaches, provided by ChallengeU Pennsylvania Services. In addition, student-selected electives will cater to their career interests, allowing them to strengthen their career-oriented skillset for post-graduate success.

Teachers, Teaching Model and Wraparound Services

ChallengeU PCCS will use a Flipped Classroom learning model to address the unique needs of our student population, who will come with a wide range of academic knowledge and skills when they enroll. This model, made popular by Jonathan Bergmann and Aaron Sams in their 2012 book Flip Your Classroom: Reach Every Student in Every Class Every Day, maximizes instructional connections between teachers and students by putting the content delivery into the hands of the students and building working relationships with that content into the interaction of teachers and students during their time together. Harvard University lists some of the benefits of flipped classrooms as:

- it's flexible
- students can learn at their own pace
- students take responsibility for their learning
- students learn rather than encounter material in class
- there are more opportunities for higher level learning
- it does not waste time transferring information to students when that information is available to them in books or online (Mazur 2009)
- instructors and TFs work more closely with students, getting to know students better and providing better assistance
- increased collaboration between students.

[retrieved from <https://bokcenter.harvard.edu/flipped-classrooms>]

To spur active learning driven by students' particular needs, students will engage in Imagine Learning online course material as assigned by their teachers and diagnostic assessments. They will then meet with ChallengeU PCCS teachers for follow-up lessons and review in individual and group tutorials. Students will interact with teachers in an online setting to address challenges and to further develop their understanding through discussions and projects.

In order to accelerate our overage-undercredited students' attainment of a high school diploma prior to age 21, we will provide three semesters of school across the year—Fall, Winter and Summer- for all of our students.

Graduation Coaches trained in ChallengeU's methods will work with students one-on-one and in small groups to provide social and emotional support and to strengthen their connection to school. Graduation Coaches will support students in writing a path-to-graduation roadmap that includes their responsibilities both in and outside of school. Graduation Coaches will provide frequent experiential opportunities and interventions for students to ensure their continual engagement in school. Given that our student population will consist entirely of students who previously struggled academically, the cornerstone to our school model is weekly check-ins between students, coaches, and teachers to talk through students' academic and social-emotional concerns. Balancing life obligations with school and forming connections with trusted adults who can guide students in their journey toward receiving a high school diploma will pave the way for our students' success.

ChallengeU PCCS will hire trained and certified teachers who will interact with students through synchronous and asynchronous instruction, providing flexibility in school scheduling that many of our students will need given their anticipated obligations (e.g., caring for children, working, community responsibilities). As mentioned previously, ChallengeU PCCS teachers will use the Flipped Classroom instruction model to better serve the at-risk students enrolled at the school. Teachers will be readily available to students via email and through weekly office hours by video conference, chat, and phone to support students who may need additional, one-on-one academic support in a particular subject or topic.

The Founding Coalition believes that ChallengeU PCCS's model will not be in direct competition with any existing Pennsylvania traditional public or charter schools, as we only seek to enroll overage, under-credited (OA-UC) students at risk of not graduating high school within four years of entering 9th grade and students who have dropped out of school and therefore are not currently enrolled in an existing school in the Commonwealth or elsewhere.

Purpose

ChallengeU PCCS enrolls OA-UC students and re-enrolls high school dropouts and for which traditional school and classroom settings were not conducive for their growth, life circumstances, or goals. Our students will engage in a challenging learning program that is tailored to their individual course credit needs and focused on their social-emotional well-being, their attainment of a high school diploma, and their post-secondary success. Essential to our program is frequent student-coach interaction to manage undesired behaviors, point students toward available academic resources, and provide a roadmap toward graduation and beyond. Students work in partnership with their coaches and teachers to determine their unique academic, behavioral, emotional, and career needs, and create actionable school and post-secondary plans.

The purpose of ChallengeU PCCS, in accordance with Charter School Law (CSL), is to:

- Provide high school diploma attainment opportunities for OA-UC students and former dropouts beyond what is currently offered in the Commonwealth;
- Provide students with a concrete plan toward graduation and post-secondary goals;
- Improve student learning through high quality teaching;
- Meet student social-emotional needs through flexible scheduling and in-person coaching;
- Foster a sense of community and belonging among students, coaches, and teachers;
- Meet high academic expectations that are aligned to Pennsylvania Academic Standards
- Serve students with nontraditional education trajectories who seek a schooling option that can accommodate their schedules, including students who work full time, students who felt “pushed out” of their previous schools, students who are parents or caregivers, and medically fragile students.

Because student needs are ever-changing, particularly with at-risk adolescents, ChallengeU PCCS's systems of support are committed to working around students' outside obligations by offering flexible learning opportunities while adhering to compulsory attendance requirements of at least 990 instructional hours per year.

B. What is your overarching vision of the school?

ChallengeU PCCS's vision is to become the leading high school in the Commonwealth serving at-risk, OA-UC students and dropouts by providing the instructional and wrap-around supports necessary to ensure students graduate and find meaningful post-secondary opportunities. We will focus on recruiting and serving high school-age students who have become disconnected from school and are off-track to graduate on time or at all. Intensive effort will be applied to connect trained and certified teachers and Graduation Coaches with these students, and to provide online, standards-aligned lessons that will tailor academic learning directly to student needs. This intensive, tailored services model will facilitate goal attainment, improved academic performance, and improved life outcomes. Those outcomes include: higher rates of employability, higher lifetime earnings, a focus on lifelong learning and better long-term health. In short, our vision is to have a dramatic and life-changing impact on the at-risk students to whom our school will be dedicated. We aim to be the school of golden second chances.

Our school will provide flexible schedules and individualized academic and social-emotional supports that will attract students to school and encourage them to achieve graduation. ChallengeU PCCS will connect students, teachers, and Graduation Coaches through both technological communications and face-to-face interactions. Graduation Coaches will work with students individually to learn the unique circumstances affecting each student. In turn, students and Graduation Coaches will work in collaboration to tailor course-loads, credit attainment timelines, and post-secondary roadmaps that are appealing to those students. ChallengeU PCCS will also provide students with a variety of extracurricular activities to strengthen their holistic development and give them multiple avenues to learn and to be successful, such as art, music, sports, and theater. When applicable, students will have the opportunity for dual enrollment with local community college partners around the state.

ChallengeU PCCS Graduation Coaches are part of a "treatment team" that will support students as they move through their academic courses. The treatment team will meet regularly to determine necessary interventions for the distinctive student population of ChallengeU PCCS. A systematic, goal-directed plan will allow a supportive environment for students and provide realistic solutions to student challenges. This treatment team will also provide robust post-graduation opportunities that are tailored to an individual student's strengths and interests. Throughout their time in the school, students will be encouraged to become the drivers of their own lives in pursuit of their high school degree, career interests and post-secondary preparation and future opportunities.

The school will accelerate student credit acquisition by providing the opportunity to earn course credits for key course across the year in a fall semester (20 weeks), spring semester (20 weeks) and summer semester (6 weeks).

2. Measurable Goals and Objectives

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

To promote student learning, our school will pursue the following measurable academic goals for our initial five-year charter term:

- 1. Students at ChallengeU PCCS will demonstrate postsecondary preparedness and illustrate their college, career, and community readiness through one of the five pathways toward graduation as established by Act 158 of 2018 and Act 6 of 2017.***

The Founding Coalition at ChallengeU PCCS recognizes that attaining proficiency on the three end-of-course Keystone exams in Algebra I, Literature, and Biology, may not be a realistic goal for many OA-UC students hoping to obtain a full high school diploma. In alignment with our mission, ChallengeU PCCS will help students to identify the available options that make the most sense to them in pursuing their high school diploma. The school will support each student in their chosen graduation pathway. Once determined, the chosen pathways will be facilitated by the school's Graduation Coaches and guidance counselors.

In ChallengeU's pilot program in Richmond, Virginia, the number of high school seniors (as determined by number of earned credits) graduating within one year of enrolling in ChallengeU PCCS was 60%. We plan to replicate the successes of the program in Richmond at the school in Pennsylvania and set a schoolwide target range of 60% of high school seniors graduating within one year of enrolling in ChallengeU PCCS (for year 1) and 70% (for year 5) – a 2% increase per year. This is an ambitious goal, though it is below the federal ESSA target of 67%, as the graduation rate for students of this kind when enrolled in alternative schools is typically between 20% and 40%. In addition to the graduation target, the school will aim to have 70% of our graduated students making a documented postsecondary transition to school (e.g., college), military, or work by year 5 of the charter (allowing students multiple years to graduate and enter post-secondary life).

Action Steps:

- Establish progress monitoring expectations for teachers and coaches alike to ensure students, teachers, and coaches are on the same page to help students reach their academic goals
- Coaches and students will work in partnership to determine an actionable and individualized graduation pathway best suited to their needs, whether it be the Keystone Proficiency Pathway, the Keystone Composite Pathway, the CTE Concentrator Pathway, the Alternative Assessment Pathway, or the Evidence-Based Pathway.
- Coaches will engage students in weekly check-ins to ensure students are signing into ed-tech platforms, submitting assignments on time, attending office hours and classes with teachers as needed, and maintaining high standards of academic excellence.

- Review all enrollee's math and reading intervention needs so interventions are assigned within 60 days of the first day of school (for on-time enrollees), and within 30 days of enrollment for all subsequent enrollees
 - Review IEP and/or ESL plans or needs soon after enrollment and assign students to specialized services if necessary.
 - Administrators, teachers, and coaches will review student data at least biweekly through the SIS platform to determine necessary intervention needs and which students may require additional check-ins with coaches, progress monitoring, and/or home-visits
 - Develop a rigorous system of support that identifies and provides supports and opportunities tailored to student needs and interests.
2. ***Students at ChallengeU PCCS will demonstrate their learning through per-trimester credit accrual toward graduation and earning the appropriate amount of credit toward graduation on a yearly basis.***

ChallengeU PCCS's philosophy is that every student deserves the opportunity to graduate from high school, regardless of circumstance. We also recognize that engaging re-enrollees and servicing OA-UC students needs to be a targeted and purposeful process to give students a better chance of academic success. Part of our model is to accelerate credit accrual upon re-enrollees' return to school and to provide one-on-one support for students via an academic/Graduation Coach to learn both why students decided to dropout and what they need to maintain their persistence while enrolled in school. Some interested students will have the opportunity to take part in a dual enrollment program in conjunction with local community college partners, which will accelerate and strengthen their path toward a post-secondary diploma.

Since ChallengeU PCCS only caters to OA-UC students and dropouts, everyone admitted will be credit-deficient. Therefore, upon entry into ChallengeU PCCS, students will be enrolled in two to three credit hours per trimester (Fall, Spring, Summer) to allow for more rapid credit recovery interventions.

Action Steps:

- Monitor course completion and academic performance for all students weekly;
- Make additional contacts and check-ins to students who fall behind with lesson completion. Make home visits as necessary and point students toward resources they can use to their advantage, including one-on-one tutoring, office hours, and additional social-emotional supports;
- Develop a rigorous system of support to assist pupils with the transition from dropout (or behind in credits) to fully engaged student;
- Recognize student academic achievement to foster a sense of academic excellence and community;
- Modify lessons, grant extensions, employ equitable grading practices, and encourage students to be transparent about their academic needs;
- Encourage and reward successful course completion;
- Analyze student performance in classes and diagnostic exams to identify students in need of increased support, interventions, or students at-risk of course failure;

- Send monthly progress reports to students;
 - Conduct frequent check-ins between students, teachers, and coaches to students at-risk of course failure.
3. ***Students will discover and home in on their career interests as evidenced by their enrollment, participation, and performance in various academic electives and other extracurricular offerings.***

ChallengeU PCCS intends to offer a variety of college- and career-oriented experiences for students. These include electives in Computer Science, Computer Applications, Trauma Informed Living, Restorative Justice Practices, Sociology, Psychology, Arts, and Personal Finance. Equipping students with life skills is an integral part of ChallengeU PCCS's mission to help students succeed in their postsecondary endeavors. As such, depending upon student-specific credit needs to graduate high school, in Year 1, 40% of enrollees will participate in at least one college- and career-preparedness elective. By Year 5, we hope to increase this percentage to 90% (or a 10% increase each year). In addition, our goal is that 75% of students enrolled in these college and career preparedness electives will earn a grade of C or better in their electives over the charter term.

Our Graduation Coaches across the Commonwealth will seek out additional partnerships and opportunities in which to engage students both during the school day and in the afterschool setting. These partnerships will further sharpen students' college- and career-readiness skills, provide an avenue for students to meaningfully engage in their communities, and allow for experiential learning opportunities including career exploration, clubs and activities, and competitions.

Action Steps:

- Organize college- and career-preparedness activities at least monthly;
 - Encourage enrollment into electives chosen by students based on their career interests and aspirations;
 - Develop partnerships with organizations connecting ChallengeU PCCS to the larger Pennsylvania community to expand the school's extracurricular offerings;
 - Address schedule changes and rescheduling options for students whose electives do not suit their individual needs or career interests;
 - Monitor course completion and academic performance of all students in college- and career-preparedness electives;
 - Analyze grade reports to identify students who are struggling in their elective courses and come up with action plans to put students on a path toward academic success.
4. ***ChallengeU PCCS Seniors (as determined by credit accrual) will be prepared for post-secondary success as evidenced by the schoolwide graduation rate and post-secondary planning.***

As stated in academic goal 1, we have set a schoolwide target of 60% (for year 1) and 70% (for year 5) of high school seniors (as determined by credit accrual) graduating within one year of

enrolling in ChallengeU PCCS. Our goal is therefore to increase our graduation rate by 2 percentage points for each year of the initial charter term. In year 1, 90% of graduates will have a postsecondary plan of action that indicates their intent to pursue a college-, career-, vocational school-, or military enlistment-trajectory. By year 5, 95% of our graduates will have a postsecondary plan of action. A “senior,” as defined by ChallengeU PCCS, is a 12th grade student who has earned a minimum of 15.75 credits enrolled by October 1 of a given school year and remains enrolled through the end of the academic year.

Action Steps:

- Upon enrollment, all students will meet with their coach in their first week of school and have weekly check-ins in consecutive weeks to determine a graduation roadmap and postsecondary plan of action;
- All seniors will meet with their coaches weekly to set specific milestones to reach before and post-graduation;
- Seniors who intend on entering the workforce post-graduation will conduct mock-interviews and draft resumes and cover letters with coaches to line up a job for students upon graduation;
- Seniors who intend on enlisting in military service after graduation will work with their coach to gather their necessary documents for enlistment;
- Seniors who intend on attending an accredited two- or four-year college or vocational school will work with their coaches to fill out their applications in a timely manner and submit matriculation documentation;
- Lead coaches will monitor post-secondary plan data and make contacts with any seniors who have missing or outstanding information by October, and any juniors who have missing information by March;
- Identify seniors at risk of not graduating by the end of the first semester, and work with students to provide additional supports or interventions including accountability phone calls, home visits, additional coach meetings, attending office hours, tutoring, or deadline extensions for extenuating circumstances;
- Monitor credits to ensure on-track graduation based upon students’ respective graduation plans.

5. Students will demonstrate academic growth and mastery in course standards through both summative and formative assessments.

In the Imagine Learning online lesson system, students are assessed at the end of each lesson, unit and semester through quizzes, unit tests, and cumulative exams. In addition to assessments, Performance Tasks embedded within the lesson enable students to transfer knowledge and skills to real-world situations. All assessments are designed to provide observable evidence of mastery of standards. Our schoolwide goal is that 65% of students will earn grades of 70% or above in their core, Pennsylvania Standards-aligned courses of Math, Social Studies, English Language Arts, and Science in Year 1. We intend to raise this goal by 2 percentage points annually and have 75% of students earning a 70% or above in their core content courses, of those who attend the school at least 90 days prior to earning a grade.

Action Steps:

- Establish progress monitoring expectation for teachers;
- Train teachers on identifying student needs, assigning interventions, and working with School Support Team (i.e., Coaches, Behavior Specialists, and SPED Intervention Support Team)
- Assign, modify, and monitor supplemental resources (interventions) as appropriate based on individual student need;
- Utilize Multi-Tiered Systems of Support (MTSS) interventions, contact logs, and SIS in tandem so instructional staff working with students are aware of student needs;
- Support MTSS through office-hours and additional coach check-ins.

B. What are the school's **measurable** non-academic goals and objectives to promote student performance?

1. Students will report satisfaction with ChallengeU PCCS's program overall as evidenced by a student satisfaction survey.

ChallengeU PCCS will have an average of 75% positive responses in Year 1 to a question about their overall satisfaction with the school's program, and 85% positive responses by Year 5 (with a 2% increase in positive responses per year) on student satisfaction surveys. Student satisfaction surveys will be administered in the spring of each school year by a third-party vendor. All students enrolled during that year who attended the school for at least 60 days will be asked to take the end-of-school year satisfaction survey.

Action Steps:

- Contract third-party vendor to create and evaluate ChallengeU PCCS's program to assess overall student satisfaction;
- Provide clubs and activities for students to engage in after school;
- Respond to student and family emails and phone calls within 24 hours of receipt;
- Seek input from students regularly on how ChallengeU PCCS's programming can better support students to meet their goals.

2. Students will report a high likelihood of recommending ChallengeU PCCS's program to a friend, family member, or community member that has dropped out or on track to not complete high school on time.

On the annual student survey, students will be asked the likelihood of their recommending ChallengeU PCCS's school to others. Our target is that at the end of Year 1 75% of students will report that they are "very likely" or "likely" to recommend ChallengeU PCCS to a friend, family member, or community member who has dropped out of high school, is at risk of dropping out high school, or has been labeled an OU student. That percentage will increase by 2% per year so that by Year 5, 85% of students will report that they are "very likely" or "likely" to recommend

ChallengeU PCCS to a friend, family member, or community member who has dropped out of high school, is at risk of dropping out high school, or has been labeled an OU student.

Action Steps:

- Cultivate a culture of positivity, academic excellence, and social-emotional growth for all students;
- Provide leadership opportunities for students via extracurricular activities and in-school peer tutoring;
- Administer student satisfaction survey to all students at the end of each semester;
- Form plans for improvement based upon student feedback.

3. *Students will report a sense of belonging and connection to adults at ChallengeU PCCS and that the school's flexible model has had a positive effect on their mental health.*

On the annual student survey, ChallengeU PCCS students will report a sense of belonging and connection to the school and that the coaching staff at the school has contributed positively to their social-emotional learning. Using data from these surveys, ChallengeU PCCS will be able to act on what is most critical to student success, including student voice, engagement, school climate, safety, and pedagogical effectiveness. ChallengeU PCCS administrators will be able to disaggregate data by subgroups and identify experience gaps between those subgroups. Our goal is to have 70% of respondents report a strong connection to adults at ChallengeU PCCS in Year 1 and increase to 80% by Year 5 (with a 2% increase per year).

Action Steps:

- Create, conduct, and analyze schoolwide surveys;
- Provide all students with a robust coaching program and ensure students form meaningful connections with fellow students and teachers to foster a sense of belonging;
- Provide ample opportunities for students and coaches to interact in-person to further strengthen student connections to the school.

4. *Students will feel prepared for a successful return-to-school experience after dropping out, as evidenced by student retention rates.*

ChallengeU PCCS will calculate student rates of remaining enrolled annually by measuring the percentage of students remaining enrolled at the end of the school year compared to total enrollment (not including graduates). In Year 1, ChallengeU PCCS will have a re-enrollment rate of 65%, after removing graduates from the denominator. Our school seeks to improve this by 2 percentage points each year and reach a target of 75% re-enrollment rate by Year 5.

Action Steps:

- Outreach to students' families and students, in-person, to set clear expectations about school attendance and school model to ensure students and their accountability partners

(i.e., parents, families, siblings, etc.) are fully informed prior to enrollment in ChallengeU PCCS;

- Host information sessions in communities with higher rates of dropout and low graduation rates throughout the Commonwealth to provide students and their accountability partners with an overview of the school and ChallengeU PCCS's expectations;
- Provide formal check-in contacts with each student at least weekly to ensure they stay on track toward earning their high school diploma;
- Encourage participation in field trips, extracurricular opportunities, student leadership positions, and other school activities to support student engagement and feelings of belonging in school;
- Engage students over the summer to help them prepare for the school year, particularly for students who opt to not take summer courses.

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.

ChallengeU PCCS will meet the academic and social-emotional needs of all enrolled students to put them on a path toward high school graduation. ChallengeU PCCS's unique program has shown tremendous success in serving re-enrolled dropouts in our pilot programs in Canada and Virginia. We intend to replicate the successes of our program in our charter school in Pennsylvania. This school will focus on OA-UC students who are at risk of dropping out as well as those who have been officially declared to be school dropouts.

ChallengeU PCCS will base the core of its curricular offerings on Imagine Learning, LLC's educational products and services, including the PA-standards-aligned curriculum materials and online learning program. Imagine Learning products will be contracted through ChallengeU Pennsylvania's School Management, as noted in the budget.

ChallengeU PCCS will directly employ high school subject teachers to manage students' academic instruction and oversee their progress and special education certified teachers to manage and oversee special education instruction. Teachers employed by Imagine Learning will be responsible for teaching elective subjects. Contracting specialty teachers to teach electives will allow ChallengeU PCCS to provide students with a multitude of options for electives, which will help to encourage students to engage more deeply with school and complete all of their required courses. The program outlined in this section will enable students to reach their full academic potential while meeting the academic standards established under 22 Pa. Code Ch. 4.

While other cyber schools in the Commonwealth utilize Imagine Learning's curriculum and educational management software, ChallengeU PCCS provides a mode of learning that is not currently provided, in the following ways:

- Population Served [*focus on age 15 and over Overage-Undercredited and dropped out students*]

- Overall School Culture [*highly flexible, with year round credit earning opportunities*]
- Flipped Classroom Model [*direct lessons following online learning sessions*]
- Coaching supports [*intensive collaborative problem solving and monitoring by an assigned “coach”*]
- “Treatment teams” of teachers and specialists [*Personalized teams meet regularly to monitor each student’s progress and provide tailored opportunities for high school completion*]
- Flexible Pacing and School Calendar [*start where the students are and provide opportunities to accelerate throughout the calendar year*]
- Partnerships with Community Based Organizations across the Commonwealth [*connect all students to internships and post-secondary opportunities*]
- Focus on post-secondary preparation [*Experiential Learning Opportunities geared toward College and Career Readiness-internships and dual-credit earning options for all*]

The Board selected Imagine Learning for their innovative cyber school elements. Imagine Learning will work with ChallengeU PCCS to ensure that student interests and needs are met while also providing opportunities to learn skills that pertain to in-demand fields, such as computer science, mental health, and more.

Flipped Classroom

ChallengeU PCCS teachers will engage students using the Flipped Classroom teaching model. This model allows for students to actively participate in Imagine Learning courses and then meet with ChallengeU PCCS teachers according to their own needs. The Flipped Classroom model also allows for students to implement a more flexible schedule according to their individual life needs. This is essential to motivating OA-UC students and dropouts to attend classes outside of a traditional school schedule.

According to The Derek Bok Center for Teaching and Learning at Harvard University some advantages of the Flipped Classroom include:

- flexibility
 - students can learn at their own pace
 - students take responsibility for their learning
 - students learn rather than simply encounter material in class
 - there are more opportunities for higher level learning
 - it does not waste time transferring information to students when that information is available to them in books or online
 - instructors and TFs work more closely with students, getting to know students better and providing better assistance
 - increased collaboration between students
- <https://bokcenter.harvard.edu/flipped-classrooms>

By taking advantage of the flipped classroom opportunities provided by the flexible Imagine Learning online learning program ChallengeU PCCS teachers are able to adjust to individual

student needs during the time that they are working directly with students. Because the amount of schooling is expected to vary widely among our student population, the flipped classroom provides more tailored opportunities to address those widely varied needs.

Assessments

Students are assessed at the end of each lesson, unit, and semester in the following formats:

- **Quiz:** At the end of each lesson, students take a quiz to assess the specific learning objectives of that lesson.
- **Unit Test:** These summative end-of-unit exams allow students to demonstrate their mastery of historical concepts before moving forward. Prior to the exam, students complete a full review of the key concepts contained in the unit and can return to lessons for practice where necessary. The multiple-choice format of the exam allows students to reinforce and relate to foundational concepts and to receive immediate feedback about which lesson content they may need to revisit for greater comprehension.
- **Cumulative Exam:** Students take a cumulative exam midway through the course, and another at the end of the course. The exam consists of multiple-choice questions that build on main ideas and key concepts that are presented throughout every unit. These provide students with an opportunity to exhibit mastery and long-term comprehension of themes.

In addition to assessments, ChallengeU PCCS teachers will utilize Performance Tasks embedded within the lesson which enable students to transfer knowledge and skills to real-world situations. Performance Tasks require students to synthesize information to solve complex problems or answer in-depth questions and are intended to incorporate multiple standards in a single application task.

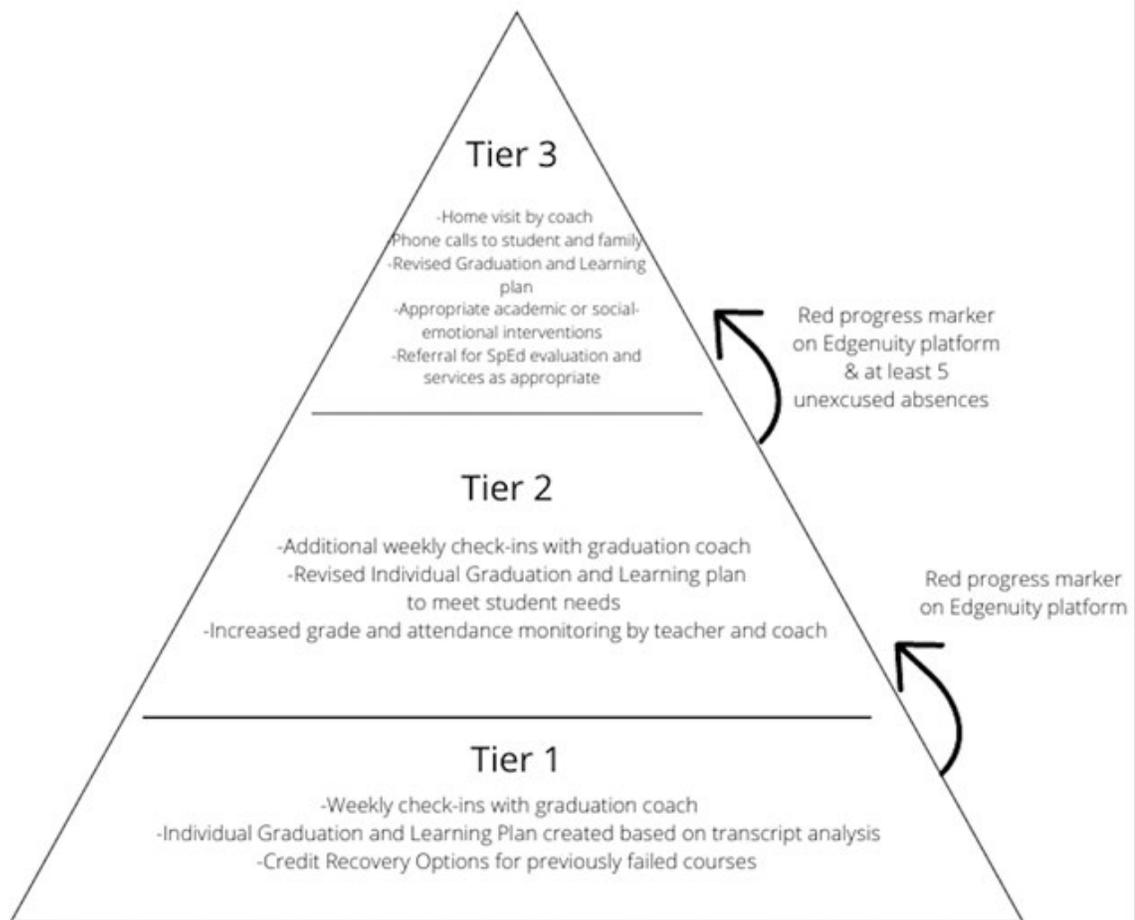
All of the assessments are designed to provide observable evidence of mastery of standards. Assessment questions are aligned to Bloom's Revised Taxonomy and Webb's Depth of Knowledge, with careful attention to the level of cognitive complexity of the underlying standards and learning objectives. Teachers can modify assessments to give students more time, change the passing thresholds, allow for additional retakes, or adjust grade weights. Students are not able to access assessments until the teacher unlocks assessments to facilitate in-person proctoring or virtual synchronous proctoring (this will be the most utilized option).

In addition to classroom assessments, ChallengeU PCCS will utilize the NWEA MAP Growth assessments to measure student growth. During student onboarding, all enrollees will take the NWEA MAP Reading and Mathematics assessments. The assessments will also be administered in the winter and spring. The MAP tests will provide our teachers and Graduation Coaches with actionable evidence to inform plans and strategies to help students stay on track. Personalized and adaptive tutoring will be available to every student based on their MAP Data.

Multi-Tiered System of Supports

ChallengeU PCCS’s multi-tiered system of supports (MTSS) model provides targeted supports to struggling students and identifies methods of intervention quickly. Because all our students will have dropped out of their previous high school or left due to time restrictions for achieving graduation, they would likely be identified for Tier 3 supports in a traditional school setting. Recognizing that our students will require additional supports to help them readjust to the expectations of a school setting, our Tier 1 baseline supports for all students consist of weekly check-ins with a Graduation Coach, creating individual graduation and learning plans upon enrollment based on the initial transcript analysis, and providing credit recovery course options for previously failed courses. A red progress marker for any course on their Edgenuity Dashboard indicates that a student is behind in their coursework and has gotten off track. This progress indicator is housed in the Student SIS, available to both teachers and coaches. A red progress marker will instigate a student’s movement into Tier 2. If Tier 2 supports prove insufficient and lack of course progress is accompanied by 5 days of unexcused absences, students will be re-categorized as requiring Tier 3 supports. The levels of support at each tier and the criteria for movement between tiers is described in the graphic below.

Figure 2. ChallengeU Pennsylvania Cyber Charter Schools MTSS Model and Criteria for Movement Between Tiers



ChallengeU PCCS teachers and Graduation Coaches will work collectively to monitor and maintain the MTSS system as a key focus of treatment team meetings. Frequent check-ins will be required to maintain the fidelity of the system and ensure that each student receives the proper interventions and supports.

School Counseling, Coaching, and Guidance Program

The Graduation Coach program at ChallengeU PCCS will support all students in the school. The program will be delivered by internally trained Graduation Coaches employed by ChallengeU Pennsylvania School Management as noted in the budget. The coaching program will offer individual and group check-ins weekly for all students to support them on a path toward graduation and available postsecondary opportunities. Coaching sessions with students will focus on academic development, overcoming obstacles to attending school, personal and social growth, and college and career readiness through a variety of communication tools including video call, phone calls, message boards, face to face field trips, in-person check-ins, and home visits as necessary.

The Graduation Coaches will work to engage students and support their academic and social-emotional growth. That engagement be built on strong relationships in which coaches are readily accessible to students and have a case load of no more than 35 students per coach. Coaches will also interact with families online, in person, and by phone. Graduation Coaches are at the heart of fostering students' engagement, safety, and wellness, as well as guiding them toward graduation and postsecondary success. Coaches will work directly with students to identify a course of study that gets the student on track toward earning a high school diploma. Potential acceleration options include: credit recovery courses, additional credits each semester, block scheduling, and summer coursework (at no cost to the student). Coaches will work with students and families individually to identify what paths and options work best for that student. Further, Graduation Coaches will work with students individually and in groups to instruct students on the mindsets and behaviors necessary to be a successful cyber student. Students will learn about organizational and time management skills, assertiveness in advocating for their own interests and needs, and the skills necessary to build a path to post-secondary success.

Our guidance counselor will work alongside the Graduation Coaches as a professional skilled at helping students address the non-academic barriers in school and life. Counselors will have appropriate Pennsylvania certification. Counselors will also work with Graduation Coaches to review student transcripts and determine which courses are appropriate given their credit accrual upon enrollment. In addition, the counselor will actively seek resources in the communities which families may need to address the personal and social needs of the student.

The combination of in-person and virtual coaching with online learning will allow for counselors, Graduation Coaches, and students to create an authentic relationship that supports student growth and learning. Graduation Coaches and counselors will have access to Imagine Learning's LMS and Genius SIS. This access will allow coaches and counselors to monitor student participation and performance in their course work and ensure that students who most need support receive access to additional resources as needed.

Instructional Staff

Certified teachers, employed by ChallengeU PCCS, will instruct students using a rich and innovative 9th through 12th grade curriculum. Teachers will reteach concepts, provide helpful feedback, and connect with families to provide frequent updates on a student's progress and performance. Teachers work in tandem with Graduation Coaches, special education teachers and coordinators, and other support staff to help ensure ChallengeU PCCS's program is a success.

The Imagine Learning video-based instruction emulates best practices from the classroom and engages students in rigorous multi-modal learning. Expert teachers model concepts for contextual learning and include interactive practice and checks for understanding. ChallengeU PCCS teachers will be responsible for overseeing and managing all core subjects for the students. These instructors will be trained in using the Flipped Classroom education model to be used with all students and will connect with them online for lessons and asynchronously to answer their ongoing questions.

Imagine Learning Instructional Services will provide ChallengeU PCCS with Pennsylvania-certified teachers who will teach students elective coursework. These instructors, along with ChallengeU PCCS-employed teachers will participate in ongoing Professional Development opportunities. Imagine Learning instructors are required to participate in Back-to-School professional development with an average of 8 hours for part-time instructors and 10 hours for full-time instructors. During the academic year, Imagine Learning's virtual instructors are encouraged and can attend a variety of professional development sessions that vary by territory and content area. Teachers participate in extensive onboarding to prepare for their roles with ChallengeU PCCS.

Upon hiring, all ChallengeU PCCS teachers must complete a 20-to-25-hour asynchronous course to learn about their roles, responsibilities, and requirements to teach in the school. In addition, they must complete an hour-long synchronous training that demonstrates daily and weekly required tasks. New teachers are partnered with "mentor" teachers when available after they have completed their initial onboarding training. New virtual instructors can meet with Instructional Supervisors weekly to support their training and ensure success.

All of ChallengeU PCCS's teachers will be trained on how to access, interpret, and apply real-time data provided in the learning management systems to support student success. Staff meetings and professional development sessions will focus on using a variety of data to help inform decision making for the benefit of the school's students.

Pedagogy

Imagine Learning's online content has been designed using research-based and modern pedagogical strategies that incorporate constructivist learning strategies, including inquiry, real world applications, critical thinking, and collaborative discussions and projects. To create a new course, the curriculum team begins with a careful analysis of state and national standards, as well as syllabi and curriculum maps of existing courses from exemplary, high-performing districts. The scope and sequence of a course is then created and reviewed by domain experts and

education practitioners. Using the principles of backward design, the team outlines each unit of instruction to capture big ideas and essential questions, refine learning objectives and lesson questions, and document anchor assessments and tasks. Courses are designed using the Universal Design for Learning (UDL) evidence-based framework to create flexible instructional materials and assessments that address students with varying learning needs. UDL reduces barriers for students by allowing teachers different ways to present information and offer opportunities for expression and engagement.

The school's curriculum will provide intensive, explicit, and systematic instruction. The content addresses students' differences, readiness levels, cultural backgrounds, intelligence preferences, and learning styles. Research-based instructional practices incorporated in Imagine Learning's materials include:

- Systematic and explicit instruction, designed to help students acquire, practice, and apply skills and knowledge. Explicit instruction represents a research-verified approach to teaching that is direct, structured, systematic, and unambiguous (Archer, A., & Hughes, C., 2011).
- Activities to promote metacognition and deeper understandings. Research indicates that deep thinking for transferable knowledge results when students understand the general principles underlying specific facts, concepts, and examples (National Research Council, 2012).
- Organizers to help students learn more effectively. Researchers have speculated that presenting information in graphic organizers may reduce students' cognitive load by drawing attention to key elements of content and lowering the processing demands in the brain necessary to associate new concepts with already familiar concepts (Mayer, R. E., 2011; Nesbit, J C., & Adesope, O. O., 2006).
- Integration of all levels of Bloom's Taxonomy to engage students in critical thinking as they complete lessons in a sequentially-based mastery approach.
- Strategies to address a variety of learning styles.
- Content presented in a developmentally appropriate way.
- Implementation of principles of Universal Design for Learning.
- Incorporating multiple means of representation, expression, and engagement.

The flipped classroom model will best support struggling learners and help students of all abilities to excel by increasing student engagement during office-hours and targeted small-group instruction. Students will complete and go through lessons on their own at their own pace and utilize their time with their teachers to work on live problem-solving and tackling learning challenges. This model will allow students to take ownership of their learning, and to become adept in identifying their strengths and advocating for resources to reduce their knowledge gaps.

Flexible Support

Below is a list of roles of staff who will provide direct support to students:

- **ChallengeU PCCS Teacher (Core Classes) and Imagine Learning Virtual Instructor (Electives):** Monitors student progress, grades assignments, holds virtual office hours,

schedules individual virtual meetings as needed. Uses data to inform frequent communication with students, parents, and the on-site proctor.

- **Graduation Coaches:** On-site adult mentors who implement student engagement strategies, review student performance reports, and determine program fit and problem areas.
- **Lead Coaches:** Collaborate with on-site coaches, virtual teachers, and ChallengeU staff to devise engagement plans for struggling students and offer other support and strategies for student success.
- **Guidance Counselor:** Oversees the coaches, reviews student academic progress, and connects students to post-secondary opportunities.
- **Director of Special Education:** Collaborates with district staff to support the needs of special populations, including students with an IEP or 504 plan.

Information Management Tools

ChallengeU PCCS will utilize the Imagine Edgenuity dashboard, which provides real-time student data and in-depth reports. Administrators can measure student outcomes and empower teachers to personalize learning by focusing on student needs. The Imagine Edgenuity student experience helps students take greater ownership of their learning and effectively plan their work. Below are key tools that instructors will utilize daily to track student engagement and progress and identify individual students and groups who may need additional support:

- The **Attendance Log** shows educators how much students are working in the program, and how they are spending their time.
- The **Lesson Mastery Report** gives educators a customizable view of student and class progress. Teachers can view average and individual student assessment scores by topic or standard.
- The **Gradebook** allows teachers to review and manage student performance across an entire course.

Credits and Graduation Requirements

Students who enroll in ChallengeU PCCS must be between 15 to 21 years of age. Students in all grades must be enrolled in a minimum of 5 credits per school year. Students in grades 9 through 12 can enroll in a maximum of 8 credits per school year. Students must earn a minimum of 5 credits per year to be promoted to the next grade. Grade level will be determined based on the number of credits earned. Students will have the opportunity to earn 2 additional credits per year in a 6 week summer program, at no cost to them.

- ⇒ **9th Grade:** Between 0 and 5 credits earned
- ⇒ **10th Grade:** Minimum of 5 credits earned, but no more than 10
- ⇒ **11th Grade:** Minimum of 10 credits earned, but no more than 15
- ⇒ **12th Grade:** Minimum of 15 credits earned

A minimum of 21 credits earned is required to graduate.

Table 3 shows the minimum age of enrollment into ChallengeU PCCS given the number of credits students have earned per their transcripts. These parameters will ensure that students are able to graduate in a timely manner from the time they enroll to the time they age out of the public schooling system (currently, the year they turn 21).

Table 3. Maximum expected time to graduate from ChallengeU PCCS and Maximum Age of Enrollment based upon Number of Earned Credits Upon Enrollment into ChallengeU PCCS

Earned Credits Upon Entry	Maximum Age to Enroll	Maximum Expected Time to Graduate
0 - 5	17	4 years
5 - 10	18	3 years
10 - 15	19	2 years
15 - 20	20	1 year

To be eligible to receive a diploma from ChallengeU PCCS, a student must meet all of the following requirements:

- Complete the 21 credits required by PDE in specific areas and subjects as outlined below:
 - 4 Credits in English
 - 3 Credits in Mathematics
 - 3 Credits in Science
 - 3 Credits in Social Studies
 - 2 Credits in Arts or Humanities or Both
 - 1 Credit in Health and Physical Education
 - 5 Credits in Electives approved for credit toward graduation by the school including approved vocational education courses
- Be enrolled during the semester immediately prior to graduation, and not be full-time enrolled in any other school;
- Fulfill one of the Five Pathways to Graduation as outlined in Act 158 of 2018.

A student may finish school during the school term in which they turn 21 years old.

ChallengeU PCCS will use Imagine Learning’s SIS to help families and school staff keep track of students’ progress toward meeting graduation requirements. The school will also keep track of progress through at-least-weekly check-ins between students and coaches. The CEO/Principal will work in conjunction with Graduation Coaches and other staff to review each senior’s records to ensure that these students have completed all graduation requirements prior to “graduating them” from ChallengeU PCCS.

ChallengeU PCCS uses a standard whereby one credit equals approximately 180 hours of instruction. Students will be required to meet all state requirements for graduation.¹

Graduation for Students with Disabilities

Any student with a disability who satisfactorily completes a special education program developed by an individualized education program team under the Individuals with Disabilities Education Act and 22 Pa. Code Ch. 14 (relating to special education services and programs) that does not otherwise meet the requirements of Act 158 or Act 6 shall be granted and issued a regular high school diploma by ChallengeU PCCS.

More detail regarding graduation options for students with disabilities is detailed in response to (B) in this section for Students with Disabilities.

Graduation for English Learners

All English Learners (ELs) are required to participate in the Mathematics PSSA or Algebra I Keystone Exam and the Science PSSA or Biology Keystone Exam with accommodations as appropriate regardless of enrollment date. All ELs are also required to take the WIDA ACCESS for ELs English Proficiency Test.

However, an EL student whose enrollment in any US public school is fewer than 12 cumulative (not consecutive) months by the end of the year in which the PSSA ELA/Keystone Literature testing window occurs has an option to take the associated exam. Enrollment in a school in any US territory, such as Puerto Rico, is not to be considered enrollment in a US public school.

An EL may be exempted only once from participation in the PSSA ELA or Keystone Literature Exam. For example, if an EL student was exempt from participation during a previous test administration, the student must participate during the current testing window regardless of length of enrollment.

An EL student who does not participate in the Keystone Literature Exam as an 11th or 12th grade student must satisfy the requirements of Act 158 and Act 6 through a pathway other than the Keystone Proficiency or the Keystone Composite Pathways or graduate via a waiver or IEP. The CTE Concentrator, Alternative Assessment, and Evidence-Based Pathways and the waiver require EL students to complete locally established grade-based requirements for academic content associated with each Keystone Exam in which the student did not demonstrate proficiency.

Credit Recovery

To support high school students on their path to graduation, ChallengeU PCCS may also choose to provide credit recovery course offerings during the summer and school year. Students who complete and fail a course required for graduation may retake a diagnostic/prescriptive, state-aligned version of the course to recover the credit needed. The credit recovery course offerings will present students with a pre-test to assess knowledge and then align those lessons where students have not demonstrated mastery. Teachers monitor, motivate, and facilitate learning until a student reaches mastery.

Curriculum for ChallengeU PCCS students

ChallengeU PCCS will use Imagine Learning for its curriculum and instructional design as reflected in the budget (within ChallengeU School Management). The curriculum meets the requirements of 22 Pa. Code Ch.4 (relating to academic standards and assessment) and will meet any subsequent regulations promulgated to replace 22 Pa. Code Ch. 4.

The Imagine Learning curriculum is fully aligned to Pennsylvania Academic Standards. It was selected due to its alignment to the PA standards and its flexible design and accompanying progress management and monitoring tools that will help our students to enter at various points and accelerate toward graduation. Through Imagine Learning’s individualized learning program, students will be able to reach their full academic potential. Imagine Learning’s online materials will provide the core substance of our “flipped classroom” model, maximizing the time our students will spend in relationships with their ChallengeU PCCS teachers, coaches, mentors, and peers. What follows is a general overview of our curriculum: scopes and sequences for our course offerings for Year 1 are attached in the Appendix to this application. The exact courses offered in subsequent years will depend on enrollment numbers, the number of credits incoming students have earned and/or have yet to earn and the number of staff members hired, but will continue to include these courses.

As students advance through the curriculum, they will have more flexibility over the electives they can incorporate into their schedule. In addition, each Imagine Learning course includes Performance Tasks that allow for real-world applications of course content. The sections below detail the content areas and corresponding courses that will be offered to students beginning in Year 1, and the associated course descriptions for each class offering.

Math

- **Pre-Algebra:** This course is designed for students who have completed a middle school mathematics sequence but are not yet Algebra-ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in number and operations, expressions and equations, ratio and proportion, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.
- **Algebra I:** This course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students’ understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students learn how they can use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

- **Geometry:** Based on plane Euclidean geometry, this rigorous full-year course addresses the critical areas of: congruence, proof, and constructions; similarity and trigonometry; circles; three-dimensional figures; and probability of compound events. Transformations and deductive reasoning are common threads throughout the course. Students build on their conceptual understanding of rigid transformations established in middle school as they formally define each and then, use them to prove theorems about lines, angles, and triangle congruency. Rigid transformations are also used to establish relationships between two-dimensional and three-dimensional figures. Students use their knowledge of proportional reasoning and dilations to develop a formal definition for similarity of figures. They apply their understanding of similarity to defining trigonometric ratios and radian measure. Students also make algebraic connections as they use coordinate algebra to verify properties of figures in the coordinate plane and write equations of parabolas and circles. Throughout the course, students investigate properties of figures, make conjectures, and prove theorems. Students demonstrate their reasoning by completing proofs in a variety of formats. The standards of mathematical practice are embedded throughout the course as students apply geometric concepts in modeling situations, make sense of problem situations, solve novel problems, reason abstractly, and think critically.
- **Algebra II:** This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. Students begin with a review of linear and quadratic functions, to solidify a foundation for learning these new functions. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Process standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.
- **Pre-Calculus:** Designed to follow Algebra II, this rigorous full-year course builds upon students understanding of various aspects of functions: graphing, composition, inverses, modeling, systems, and inequalities. Students expand their knowledge of trigonometric functions to include graphs of reciprocal functions, and they apply trigonometry to a variety of real-world problems. Students prove trigonometric identities and use them to solve equations. Throughout the course students make connections between geometry and algebra as they: use graphs to solve polynomial, rational, exponential, and logarithmic inequalities; perform operations with complex numbers and vectors; use coordinate algebra to derive equations of ellipses and hyperbolas; and find limits of functions. The standards of mathematical practice are embedded throughout the course as students apply mathematical concepts in modeling situations, make sense of problem situations, solve novel problems, reason abstractly, and think critically.
- **Statistics:** This rigorous full-year course engages students in the study of statistics. The course covers statistical concepts and includes interactive activities and projects that encourage higher-order thinking skills. Major topics of study include exploring one-and two-variable data, sampling, experimentation, probability, sampling distributions, and statistical inference. These topics are organized into three big ideas: variation and distribution, patterns and uncertainty, and data-based predictions, decisions, and conclusions.

Social Studies

- **U.S. History:** This U.S. History course examines the major events and turning points of U.S. history from the Industrial Revolution through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they will study the impact of dynamic leadership and economic and political change on the rise of the United States to global prominence, the influence of social and political movements on societal change, and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and between multiple perspectives.
- **World History:** This course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives.
- **Geography:** Examining current geography and the impact on our world today, this course takes a thematic approach to understanding the physical geography of the world, development of human systems, human understanding of the world, and human-environment interaction. Divided into two semesters, this high school-level course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze historical and economic trends as well as compare global markets and urban environments.
- **Civics & Government:** Examining current geography and the impact on our world today, this course takes a thematic approach to understanding the physical geography of the world, development of human systems, human understanding of the world, and human-environment interaction. Divided into two semesters, this high school-level course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze historical and economic trends as well as compare global markets and urban environments.
- **Civics & Citizenship:** Examining current geography and the impact on our world today, this course takes a thematic approach to understanding the physical geography of the world, development of human systems, human understanding of the world, and human-environment interaction. Divided into two semesters, this high school-level course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the

agricultural revolution to the technological revolution—this course encourages students to analyze historical and economic trends as well as compare global markets and urban environments.

English/Language Arts

- **English 1:** This English course invites students to explore diverse texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer’s *The Odyssey*, Shakespeare’s *Romeo and Juliet*, and Richard Connell’s “The Most Dangerous Game.” They will study also short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.
- **English 2:** This English course invites students to explore a diverse selection of world literature organized into thematic units. While critically reading fiction, poetry, drama, and expository nonfiction, students learn essential reading comprehension strategies and engage in literary analysis and evaluation of both classic and contemporary works. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their listening and speaking skills and produce clear, coherent writing. Throughout the course, students read a range of classic and contemporary literary texts including Henrik Ibsen’s *A Doll’s House*, George Orwell’s *Animal Farm*, and Marjane Satrapi’s *Persepolis*. In addition to reading a wide range of literary texts, students read and analyze complex informational and argumentative texts including Sonia Sotomayor’s “A Latina Judge’s Voice,” Niccolò Machiavelli’s *The Prince*, and the contemporary informational text *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*.
- **English 3:** This English course invites students to delve into American literature, from early American Indian voices through thoughtful contemporary works. Students will engage in literary analysis and inferential evaluation of great texts, the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. The literature featured represents diverse voices and experiences. Students will read a range of short but complex texts, including works by Ralph Waldo Emerson, Michio Kaku, Emily Dickinson, Sojourner Truth, Nathaniel Hawthorne, Judith Ortiz Cofer, Mark Twain, Langston Hughes, Frederick Douglass, Martin Luther King, Jr., Naomi Shihab Nye, Amy Tan, and F. Scott Fitzgerald.
- **English 4:** This English Language Arts course invites you to explore a diverse collection of texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of both classic and contemporary literature. While critically reading fiction, poetry, drama, and expository nonfiction, students will learn comprehension and literary-analysis strategies. Tasks will encourage students to strengthen their oral

language skills and produce creative, coherent writing. Students will read a range of classic texts including the ancient epic Gilgamesh, William Shakespeare's Hamlet, and Oscar Wilde's The Importance of Being Earnest. Students will study short but complex texts, including essays by Jonathan Swift and Mary Wollstonecraft, and influential speeches by Queen Elizabeth I and Franklin D. Roosevelt. Contemporary texts by Seamus Heaney, Derek Walcott, and Chinua Achebe round out the course.

Science

- **Biology:** This compelling course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. The course encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.
- **Earth & Space Science:** This course introduces students to the study of Earth and its place in the universe. The course leads students toward a clearer understanding of geology, oceanography, meteorology, and astronomy. As students refine and expand their understanding of Earth science, they will apply their knowledge in investigations that require them to ask questions and explore the world around them. Throughout the course, students will also solve problems, reason abstractly, and learn to think critically.
- **Environmental Science:** Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many different aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.
- **Chemistry:** This rigorous course engages students in the study of composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes 18 virtual laboratory experiments that encourage higher-order thinking applications. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.
- **Physics:** This course focuses on traditional concepts in physics and encourages exploration of new discoveries in this field of science. The course includes an overview of scientific principles and procedures, and leads students toward a clearer understanding of motion, energy, electricity, magnetism, and the laws that govern the physical universe. As students refine and expand their understanding of physics, they will apply their knowledge in experiments that require them to ask questions and create hypotheses. Throughout the course, students solve problems, reason abstractly, and learn to think critically.
- **Physical Science:** This course focuses on traditional concepts in chemistry and physics and encourages exploration of new discoveries in this field of science. The course includes an overview of scientific principles and procedures, and leads students toward a

clearer understanding of matter, energy, and the physical universe. As students refine and expand their understanding of physical science, they will apply their knowledge in experiments that require them to ask questions and create hypotheses. Throughout the course, students solve problems, reason abstractly, and learn to think critically.

Foreign Language

- **Spanish I:** Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The represents an ideal blend of language learning pedagogy and online learning. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).
- **Spanish II:** Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. The course exemplifies a marriage of the best in language learning pedagogy and online learning. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).
- **Spanish III:** In this expanding engagement with Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish, and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each week consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).
- **French I:** Students begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).
- **French II:** Students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking,

reading, and writing. Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major French-speaking areas across the globe, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

- **French III:** In this expanding engagement with French, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French, and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each week consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Health and Physical Education

Students may have several courses to choose from to fulfill their health and physical education credits. Teachers will monitor student participation and performance through the following course offerings in Year 1:

- **Lifetime Fitness:** Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, Lifetime Fitness equips high school students with the skills they need to achieve lifetime fitness. Throughout this course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals.
- **Contemporary Health:** Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, Lifetime Fitness equips high school students with the skills they need to achieve lifetime fitness. Throughout this course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals.

Arts and Humanities

- **Intro to Art:** Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three- dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also

explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

- **Art History I:** Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, Art History I offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this course will cover topics including early Medieval and Romanesque art through modern art in Europe and the Americas.

Electives

- **Introduction to Computer Science:** This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can affect the world. Students have creative, hands-on learning opportunities to create computer programs, develop web pages, design mobile apps, write algorithms, and collaborate with peers while building strong foundational knowledge. This course provides a solid foundation for more advanced study as well as practical skills that students can use immediately.
- **Trauma Informed Living:** This course aims to give learners ample resources and professional advice for understanding, coping with, and managing past, current, and future experiences that affect mental health. It also serves to strengthen the fight against the harmful social stigma around mental illnesses. Trauma-Informed Living is designed to address many of the common mental health challenges that students face; to teach strategies and techniques to support a students' ability to process difficult experiences and manage their emotional reactions; and to increase awareness in order to reduce the stigma of mental illness and poor mental health. There are many common, and normal, mental experiences that individuals face that are misunderstood, undiscussed, and/or untreated, which may lead to long-term and development problems or suicidal thoughts and behaviors. By participating in this course, students learn how to prevent, recognize, and identify different mental health issues; how to navigate the emotions involved; how to seek resources for help with mental health; and how to help others in need do the same. The topics discussed in this course include personal safety and wellness, self-esteem, potential mental barriers, social-emotional trauma, childhood trauma, mental health disorders, and suicide prevention and awareness.
- **Social & Emotional Stress:** Our social lives and our emotions are two important aspects that contribute to our happiness. In this course, students focus on understanding and controlling their emotions and explore how to balance that with a meaningful and vibrant social life.
- **Restorative Practices & Principles:** Restorative Practices & Principles aims to reshape the way we deal with misbehavior and antisocial attitudes by focusing on restoration rather than punishment. By doing so, schools address the root causes of the misbehavior, repair any harm done, strengthen relationships within the school and community, and empower voices on all sides. The overall result is inspiring positive, long-lasting growth and change.
- **Character & Leadership Development:** Proven leadership ability is a big deal to colleges and employers. Thousands of students have excellent grades and skills, but what sets someone apart is the time and energy they spend on personal growth. Self-

improvement and relating to others is crucial to long-term happiness. Character & Leadership Development empowers students to become a difference maker. They will learn what it takes to hone their leadership styles and develop personal qualities that will enhance their ability to grow and sustain healthy relationships. By using critical thinking, good decision making, and hard work, students will begin to find both success and significance. The course begins with providing students the opportunity to identify and write out their life vision, mission, and purpose and begin to understand the value of making memories, having adventures, and creating meaningful experiences. Upon completion of this course, students will have a clear understanding of what it takes to have an impact on their family, friends, and peers, as well as a personal action plan of practical steps they can take to reach their goals.

- **Mental Health & Wellness:** Having a positive mindset and a healthy outlook on life can empower one to overcome life's challenges, pressures, and demands. In this course, students will learn the importance of keeping a healthy mind and that challenging life events can make them stronger. Mental Health & Wellness is a course designed to reinforce and empower a student's overall mental health, especially in times of crisis or trauma. This course is designed to help students cope with difficult situations, self-soothe, and manage conflicting emotions. It seeks to give students the tools they need to keep their mind and well-being safe and sound. By participating in this course, students build a framework for citizenship, embrace the value of diversity, and learn how to appropriately use their voice to fight against injustices. Upon completing this course, students will understand the value of resiliency and how to utilize a framework for working through life challenges, enabling them to lead a meaningful and fulfilling life.
- **College & Career Readiness:** Upon completing this course, students will be able to learn and identify the position or career that best fits their skills and interests, understand what financial aid options are available for different types of colleges and students, analyze the traits of successful students and employees and identify areas of improvement, and identify which skills one needs to learn before entering college and the workforce.
- **Sociology:** Providing insight into the human dynamics of our diverse society, this course delves into the fundamental concepts of sociology. This interactive course, designed for high-school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.
- **Psychology:** This course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and

intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

- **Personal Finance:** This elective prepares students to navigate personal finance with confidence. The course opens with a study of what it means to be financially responsible, engaging students in budgeting, planning, and being a smart consumer. Students learn about the relationship between education, employment, income, and net worth, and they plan for the cost of college. Students then broaden their study to include banking, spending, investing, and other money management concepts before exploring credit and debt. In the final unit of the course, students study microeconomics and entrepreneurship, with an overview of economic systems, supply and demand, consumer behavior and incentives, and profit principles. The course concludes with an in-depth case study about starting a business.
- **Computer Applications:** This course introduces students to the features and functionality of Microsoft Office 2019. Through video instruction, interactive skills demonstrations, practice assignments, and unit level assessments, students become proficient in the skills and concepts of Microsoft Word, Excel, Outlook, and PowerPoint.

In addition to the ChallengeU PCCS teachers who will be instructing students, the Edgenuity platform allows for tailored course content that meet individual student needs. Students will be expected to meet minimum monthly progress requirements. The flexibility in the asynchronous model of delivery allows for schoolwork to blend seamlessly with students’ demanding schedules. Students with IEP or 504 designations can have their courses further adjusted in pacing and access to learning tools, to meet their needs. The materials are all designed to accommodate students with disabilities, as they follow guidelines for Universal Design for Learning (UDL),

The following tables provide examples of a day in the life of a ChallengeU PCCS teacher, student and Graduation Coach. While these are only approximations of a possible daily schedule, they provide a picture of the many tasks and activities each of these stakeholders will likely face on a daily basis.

Figure 3a. Day in the Life of a Teacher at ChallengeU PCCS

Day in the Life of a Teacher at ChallengeU PCCS [example]	
Afternoon	Teacher logs on to Edgenuity platform to view class and student dashboards; notes students with attached red labels
	Teacher checks and returns emails from students requesting tutoring or lessons; Checks and returns parent emails with concerns over student achievement
	Teacher meets with Treatment Team (Coaches, Special Education Teachers, etc.) for highly at-risk student to discuss interventions and MTSS leveling
	Teacher has 1 on 1 session with student who is struggling in math to review areas where the student’s understanding appears to have gaps
	Teacher preps for 3 incoming students: reviews their records, sets up classwork in Edgenuity, writes introductory emails, and schedules online meeting

Evening	Teacher holds a lesson session for 8 students who need assistance with a particular Algebra skill
	Teacher grades written assignments from students and makes notes regarding their progress and areas in which they need additional practice
	Teacher has another 1 to 1 session with a student struggling in Algebra
	Teacher meets with Special Education teacher to adapt assignments and pacing for a student with a new IEP
	Teacher communicates with a Graduation Coach to discuss multiple absences of a new student

Figure 3b. Day in the Life of a Student at ChallengeU PCCS

A Day in the Life of a ChallengeU PCCS Student [example]	
Morning	Student logs on to Edgenuity platform and begins a lesson
	Student messages teacher for assistance
	Student travels to their job
Afternoon	Student returns home from work
	Student meets 1 to 1 with teacher for personalized tutoring
Evening	Student logs on to Edgenuity platform and completes lesson
	Student meets with Graduation Coach for a weekly check-in
	Student logs on to Edgenuity platform and prepares for assessment by reviewing virtual lessons and notes from teacher tutoring session

Figure 3c. Day in the Life of a Graduation Coach at ChallengeU PCCS

A Day in the Life of a ChallengeU Graduation Coach [example]	
Afternoon	Coach meets online with a group of students to track their progress and discuss goals. Coach discusses what they need to support completion of their courses. Group discusses what they can do to support each other in helping the members of their group to succeed in school.
	Coach meets with incoming student to assess their SEL needs
	Coach meets with teacher about student who has been chronically absent to discuss possible interventions
	Coach meets with treatment team to discuss the MTSS levels and interventions for three students in grade 12
Evening	Coach meets with a second group of students to track their progress and discuss goals
	Coach logs on to Edgenuity platform to view student dashboards and identify any students who may need assistance
	Coach attends weekly feedback meeting with CEO/Principal to discuss the progress and areas of weakness of ChallengeU PCCS as a school/organization
	Coach meets with student 1 to 1 to discuss their recent absences and formulates solutions to stay on track with their graduation plan

	Coach discusses a field trip with other coaches and parent volunteers
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- 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.

ChallengeU PCCS will have an open enrollment policy, meaning that any eligible student in the Commonwealth of Pennsylvania can attend in accordance with our enrollment policies. The school will not discriminate in its admissions policies or practices on the basis of geography, intellectual or physical ability, measures of achievement or aptitude, status as a student with a disability, test scores, etc.

As a public school, ChallengeU PCCS will comply with 22. PA Code Chapter 711-Charter School and Cyber Charter School Services and Programs for Children with Disabilities and with the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A. § 1400 et. seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and the Americans with Disabilities Act. ChallengeU PCCS will provide a free appropriate public education (FAPE) to children with disabilities, even if such children are progressing from grade to grade, including, but not limited to, identifying, evaluating, and planning educational programs, and implementing placements in accordance with those Acts. ChallengeU PCCS is prepared to serve as a Local Education Agency (LEA).

ChallengeU PCCS will employ PA certified special education teachers who will fulfill and manage core aspects of students' Individual Education Plans (IEPs), under the supervision of the school's Special Education Coordinator. Specialized special education services such as hearing and speech therapies and occupational therapies will be provided by our contracted lead special education service provider, Kaleidoscope. Kaleidoscope will assist the school by helping to fulfill the needs identified in students' IEPs and 504 plans for therapies that the school's certified special education teachers are not qualified to provide. ChallengeU PCCS is prepared to contract with Kaleidoscope and over 150 related service providers in Pennsylvania during the 2023-24 school year and throughout the length of the charter, depending on our evaluation of their services at the end of the first year. ChallengeU PCCS anticipates enrolling a population consisting of approximately 25% of students with IEP or 504 plans or in need of those plans. We will maintain a 20 to 1 student to teacher ratio for special education students in the school. The attached budget assumes 25% of students having IEPs each year for the first five years. We also expect that approximately 25% of students with disabilities will receive one or more contracted related services. These estimates are based upon national data that show that students with learning disabilities are three times more likely to drop out of high school than their nondisabled counterparts.² Our assumption is also based on public Pennsylvania Cyber Charter School data that show that cyber schools in the Commonwealth consistently enroll between 20% and 30% of students with IEPs. ChallengeU PCCS expects to enroll students with a range of disabilities.

Multi-Tiered Systems of Support and Response to Intervention and Instruction (MTSS/RTII)

Special education is represented in the MTSS process, providing guidance on specific instructional and behavioral interventions for students with additional support needs. Special education team members will ensure that students are referred for special education in a timely manner while engaging parents throughout the process. Special Education teachers will verify that struggling students have received appropriate instruction and that the students' difficulties are not related to Limited English Proficiency. Data related to academic achievement, behavior concerns, intervention results, and academic progress will be reviewed to ensure that students are not being penalized due to their disability.

Procedural Safeguards Notice

Parents of children who receive or who may be eligible for special education services have rights under IDEA 2004 and its amendments in the 2015 federal ESSA law. The Procedural Safeguards Notice provides a detailed explanation of those rights. ChallengeU PCCS will give parents a copy of the Procedural Safeguards Notice and the explanatory Procedural Safeguards letter at least once each school year. Parents can also receive a copy of the Procedural Safeguards Notice from ChallengeU PCCS at any time. Parents will also receive the Parents' Rights documents upon initial referral or upon the parents' request for an evaluation and in accordance with the discipline procedures when a change a placement occurs.

Identifying Students and Child Find

As a cyber school in Pennsylvania, ChallengeU PCCS will be bound by the Child Find requirements of Chapter 711 of the Pennsylvania School Code, as well as the requirements of IDEA 2004, Section 504 of the Rehabilitation Act of 1973, and the Family Educational Rights and Privacy Act (FERPA). ChallengeU PCCS's Special Education Coordinator will serve as the Child Find coordinator and provide Child Find information to school staff, parents, and state and local organizations and agencies. These efforts will include compliance with the special education referral process, supporting the MTSS/RTII process, including universal screening procedures, maintaining written policies and procedures related to Child Find, and involvement in public awareness related to Child Find and its implementation for students enrolled in ChallengeU PCCS.

ChallengeU PCCS's statement about Child Find will be accessible to the general public and be located on the general school public website. In addition, all families enrolled in ChallengeU PCCS will receive Child Find information within the school newsletter.

The Director of Special Education will provide the entire ChallengeU PCCS staff with Child Find training and compliance progress updates. At the start of the school year, the staff will be provided training on documenting information received by parents regarding special education evaluation requests, including timelines and the importance of timeliness in responding and alerting the ChallengeU PCCS special education team. Subsequent professional development for

school staff will include how to interpret universal screening results, intervention processes and results, as well as measures of compliance with the Pennsylvania Special Education Evaluation timelines.

Universal Screening and Evaluations

ChallengeU PCCS will administer universal screening instruments including NWEA MAP to identify students in need of instructional interventions and/or special education evaluation. Systemic screening of students will be ongoing and will lead to identification and evaluation of those needing special education services. The special education team will be thoroughly trained to understand their responsibilities concerning Child Find. Screening procedures will include, but are not limited to instruction, performance on statewide assessments, enrollment records, health records, and transcripts/report cards. The screening activities will also include hearing and vision screens to be completed by the school nurse or a private physician as mandated under Pennsylvania School Code.

Evaluations will be administered by a trained and licensed professional. More than one single measure or assessment will be used to determine a student's disability diagnosis: evaluations will not be racially or culturally biased. Furthermore, evaluations will take into consideration students' English language skills and ethnic background, and evaluators will ensure that evaluations are administered in the child's native language or mode of communication. Any evidence of disproportionality will be reviewed by ChallengeU PCCS and investigated to determine if changes to the process are needed.

ChallengeU PCCS will remain in full compliance with regulations requiring triennial special education reevaluations to determine continued eligibility and need for special education services. Prior to conducting the reevaluation, the IEP Team will meet to discuss the need for reevaluation, review existing data, and determine additional data needed to best meet the needs of the student. The review of existing data will be documented in the Reevaluation Report (RR) form. If the team agrees that a reevaluation is needed, the school will then issue a Permission to Reevaluate-Consent (PTR-Consent) form to obtain signed parental consent for reevaluation. ChallengeU PCCS will not proceed with the reevaluation without parental consent and will make every attempt to receive consent.

ChallengeU PCCS will complete all reevaluations within the 60 days of the receipt of signed parental consent, as required by Pennsylvania statute. Reevaluations will be conducted by a qualified examiner at a location proximate to the child. All evaluations conducted by ChallengeU PCCS will take a child's English Language ability and disability into consideration. Once the evaluation is complete, ChallengeU PCS will provide parents with a copy of the report. A multidisciplinary team will then review the report to determine continued eligibility. Once a child is found to continue to need special education services, and the form will be completed and provided to parents, then an IEP Team meeting will be scheduled to develop the IEP.

If the team, including the parent, agrees that reevaluation is not necessary, the school will provide the *Agreement to Waive Reevaluation* form to the parents, with reasons the reevaluation was waived. Parents must sign this form as an agreement to waive the evaluation. If parents

disagree, the reevaluation must proceed. If at any time, the parent or school believes they need an assessment to benefit the child, the team can convene to discuss conducting a reevaluation. The only exception to the three-year reevaluation requirement involves students who have been identified as intellectually disabled, who must be reevaluated every two years.

If at any time, a parent believes that ChallengeU PCCS's evaluation was not conducted properly, the parent has the right to request an Independent Education Evaluation (IEE). Following administrative policies and procedures, ChallengeU PCCS will respond to the parent's request for an IEE using the Notice of Recommended Educational Placement (NOREP) within ten days. ChallengeU PCCS will provide the IEE by an approved evaluator to the parent at the school's expense. The IEE results will be taken into consideration when considering eligibility for special education and the provision of FAPE.

Students who Enroll with an IEP

During enrollment, families will be asked if their child has an IEP or 504 plan (note: not during the application process). Parents or enrollees themselves may provide a copy of the documents or ChallengeU PCCS will obtain the documents from the previous school. ChallengeU PCCS will conduct IEP meetings within 30 days of enrollment for all new students to adopt the IEP, amend the IEP, or conduct an annual review. In addition to being active participants in the IEP Team meetings, parents will be provided with Notice of Recommended Educational Placement (NOREP) detailing the decisions of the IEP Team.

Once the evaluation team has determined a child has a disability and requires special education and related services, an IEP will be developed within 30 days of the eligibility determination. From that point on, the IEP will be reviewed yearly unless a meeting prior to the annual due date is necessary. The annual IEP will be implemented within ten school days of the IEP meeting. Special Education reevaluations will be conducted every three years or more frequently if needed. If a student has an intellectual disability, the reevaluation will take place every two years or more frequently if needed. An IEP meeting will take place within 30 days of the completion of the reevaluation report. The report will be provided to the parent at least ten days prior to the reevaluation IEP meeting. If a student comes from out of state, and the disability is not recognized in the state of Pennsylvania, the school will still provide FAPE and comparable services while offering to conduct a new evaluation. The IEP Team will include all required members including parents, a general education teacher, a special education teacher and any related service providers, a designated school representative knowledgeable about the special education programs, curriculum and resources, the student, a qualified person that can interpret evaluation findings, and anyone else the parent would like at the meeting that is familiar with the child and their education.

IEPs will address any new evaluation reports, student strengths, parent input, both present academic and functional performance levels, measurable yearly goals and objectives if the student is alternatively assessed, how the disability affects progress in the general education curriculum, services and programs with dates including transportation needs, progress reporting at least quarterly during the school year, how progress will be evaluated, participation in general education classes and other activities, accommodations, and participation in Pennsylvania

statewide testing. The IEP team will also examine behaviors including how they may interfere with learning (or that of peers) and if a behavioral management plan should be created. The IEP Team will take into account if the student has limited English proficiency, communication and assistive technology (AT) needs, as well as eligibility for Extended School Year (ESY) services.

ChallengeU PCCS will hold annual reviews of the IEP, including reviewing student progress within the existing IEP, reevaluating whether the student is benefitting from the program, and creating new IEP goals. If the student is not benefitting from the program, a new IEP will be developed, and changes will be recommended regarding the student's placement.

ChallengeU PCCS will provide special education and related services (related through contracted service providers) within the Least Restrictive Environment (LRE) for all students. This includes taking into consideration supplementary aids and services, accommodations, and ESY while ensuring the student is educated with nondisabled peers, to the maximum extent possible, and making expected gains on IEP goals. The Director of Special Education will work closely with the general and special education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum.

Progress Reporting for IEPs

Student progress on annual goals and objectives will be monitored regularly using a variety of tools. The data will be summarized and provided to the parents quarterly throughout the school year unless the IEP Team agrees upon more frequent updates. Data collection tools may include rubric scores, curriculum based assessments, tests, and/or portfolios. Data may also be accumulated during small group instruction and check-ins with coaches. The Director of Special Education, teachers and coaches will chart the data collected and analyze the data points weekly to ensure the student is on track to meet the goal by the annual IEP due date. If the student is not making expected progress on the annual goals or objectives, instructional adjustments will be made accordingly in an effort to increase progress, such as increased repetition opportunities or the re-teaching of critical skills. Related service goals will also be regularly monitored, and a summary included in the quarterly report provided to parents.

State Testing

All students will be expected to participate in the appropriate grade level state testing assessment. High school students with an IEP will take the Keystone Exams in the areas of Algebra 1, Literature, and Biology, once they reach the qualifying grade levels. The state tests will be administered with allowable accommodations to be determined by the IEP Team. The IEP Team may determine some students would be eligible to take the Pennsylvania Alternate System of Assessment (PASA) in grade 11, rather than the Keystone Exams. These will typically be students with significant mental retardation/ intellectual disabilities who have met the six eligibility criteria. Allowable exceptions will be considered for students identified as English Language Learners for all required state testing assessments. All teachers and administrators administering state assessments will be thoroughly trained in test security, roles, responsibilities, chain of custody of the testing materials, and penalties of violations. Students unable to exhibit proficiency on the Keystones exams will participate in school-led supplemental instructional

services in their academic area of need. If the student is still unable to pass the Keystone Exam, he/she may complete an alternative graduation pathway in accordance with Act 158 requirements.

Graduation and Dropout

Students with IEPs will have the right to stay enrolled through the school year in which they turn 21, or graduate with a high school diploma, whichever comes first. As with all students, ChallengeU PCCS's goal will be for students with IEPs to graduate with a high school diploma. ChallengeU PCCS will implement strategic initiatives with the goal of supporting re-enrolled dropouts and having systems of support for students to prevent re-dropping out. These researched-based practices, such as those cited by the National Dropout Prevention Center for Students with Disabilities, will include:

- Mentoring,
- Attendance monitoring,
- Supporting parents, and
- Providing strong family and student engagement activities to help students with disabilities feel connected to their school.

Students with disabilities who satisfactorily complete a special education program developed by the IEP Team will be granted and issued a regular high school diploma. Their parents or guardians will be provided with NOREP. If the parents disagree with the notice, they may begin due process by asking for an informal meeting, mediation, or a special education due process hearing.

Related Services

Cyber schools offer a vast range of options for the delivery of related services. ChallengeU PCCS will contract with Kaleidoscope to support the delivery of related services. Related services provided to students will include, but are not limited to:

- Speech-language services,
- Occupational therapy,
- Counseling services,
- Social work services,
- Behavior therapy,
- Special transportation,
- Physical therapy,
- Audiology services,
- Social skills,
- Autism support,
- Parent training,
- Orientation and mobility,
- Closed-captioning, and
- American Sign Language translation.

Related services will be equally accessible to all ChallengeU PCCS students, regardless of where they live in Pennsylvania. It is anticipated that most students receiving related services will receive a combination of speech-language services, occupational therapy services, and counseling services. As determined by the IEP Team,³ the student may receive these services in a cyber setting and/or face-to-face. Services will be provided face-to-face at the providers' locations, via computer, in homes, community sites, and medical offices. Decisions as to the location of service delivery will be made during the IEP team meeting with input from the parents of the student.

Students attending other cyber schools in Pennsylvania have been receiving services in both settings for many years. When the IEP Team determines that the services will be provided face-to-face, the services will be provided at a mutually convenient location for both the family and the provider. Options for locations include the student's home, the therapist's business location, libraries, community centers, and so forth. For services provided outside of the home, special transportation will be provided or the parent may choose to receive mileage reimbursement for transporting their child.

Transition Program

Students who are 16 years of age or older and enrolled in ChallengeU PCCS and have an IEP will have a transition plan developed by the IEP Team. The transition plan will prepare the student to move from school to post-school activities including post-secondary education, vocational education or adult education, independent or supported employment, and, when appropriate, independent living skills or community participation. The student will be invited to join and participate in the IEP meeting. The transition plan will include the following: Present Level of Academic Achievement and Functional Performance, Courses of Study and Transition Activities, agency linkages, measurable annual goals/objectives, and services that the student needs to reach the goals listed in the transition plan.

Transition services at ChallengeU PCCS are designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child'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, and/or community participation. Transition services will be based on the individual child's needs, taking into account the child's strengths, preferences, and interests including instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and functional vocational evaluation. Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

For students who are graduating or reaching maximum age, a Summary of Performance (SOP) document will be created to ensure the student has personal summary information that includes

³ The IEP Team will consist of, at minimum, the student, the parent/guardian, an LEA representative (such as a school administrator or success coach), a special education teacher, and a general education teacher.

all of the student's abilities and limitations summarized, recommendations for continued supports for a successful transition, and input from both the student and individuals supporting the student. The school's Special Education Coordinator will be responsible for ensuring that each eligible student with an IEP receives a properly developed transition plan that is focused on their goals.

504 Plans

Section 504 of the Rehabilitation Act of 1973, commonly referred to as §504, is a statute designed to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those of non-disabled students. An eligible student under §504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. §504 plans are typically written for students who are not receiving services under IDEA but who require accommodations and modification to their instructional program. §504 plans may also be written for students who need modified instructional materials or assistive technology due to their disability. Preexisting §504 plans will remain in place for new students and will be updated periodically. School personnel will be alert for and will identify §504-eligible students and will complete a §504 plan for each identified eligible student. Parents of students in the §504 process will be provided with Pennsylvania procedural safeguards and Parents' Rights documents. Federal law requires all public schools to provide students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. ChallengeU PCCS and Imagine Learning are committed to ensuring students are provided equal access to the education program. Students with disabilities receive access through the delivery of resources and accommodations tailored to each student's individual abilities and needs, including assistive technologies and individualized support.

English Language Learners

In accordance with 22 Pa. Code § 4.26, ChallengeU PCCS will provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). These programs include appropriate bilingual-bicultural and English as a second language (ESL) instruction. The ELL Program at ChallengeU PCCS will be headed by the Director of Special Education. The program will entail planned English language development instruction by a qualified ESL/Bilingual Education teacher, and adaptations/modifications in the delivery of content instruction and assessments by all teachers based on students' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards.

The EL Program at ChallengeU PCCS will draw from general education content as a vehicle for instruction in order to contextualize language learning. Highly qualified teachers will support ELL students through phone conferences, consultation with colleagues and Graduation Coaches, and direct instruction targeting reading, writing, listening, and speaking. Continuous progress monitoring will inform the level of support each student needs.

The Special Education Coordinator will oversee the ELL Program at ChallengeU PCCS. ChallengeU will employ one ELL Teacher in Year 1 and add additional ELL teachers as needed in subsequent years, depending on the number of ELL students and the need for ELL teachers to serve those students. The Special Education Coordinator, in partnership with the ELL Teacher will:

- Maintain student files,
- Screen new students for eligibility of ELL services (using the WIDA Screener),
- Provide instructional consultation to Graduation Coaches,
- Provide direct instruction to ELL students via live or asynchronous instructional sessions and phone calls,
- Coordinate instructional planning and evaluation with the core content teachers to provide meaningful access to instruction in all content areas,
- Conduct progress monitoring throughout the school year,
- Create and implement targeted interventions based on data from progress monitoring,
- Administer the annual ELL assessment (ACCESS for ELLs®),
- Monitor exited ELL students for academic progress using state-specific criteria for two years, and
- Stay current on state legislation pertaining to ELL students.

Identifying English Language Learners

ChallengeU PCCS will follow Pennsylvania state procedures to identify ELL students. All incoming families will complete the Pennsylvania home language survey during the enrollment process.

Once a student becomes enrolled, the home language survey results are reviewed. If the home language survey reveals a language other than English is spoken by the parents or the student, the student's academic records will be reviewed for additional information. Students with ELL records from other districts or states will be fully reviewed for eligibility for ELL services.

Students who have responded with a language other than English on their Home Language Survey but have never been screened for ELL services will participate in an in-person screening with the WIDA Screener by a trained test administrator, to identify their English proficiency level. Parents will be contacted to schedule the WIDA screening in person. The screening will take place within 30 days of enrollment (at the beginning of the school year, or within two weeks thereafter). ChallengeU PCCS will notify parents or legal guardians of the screening test results and program placement decisions according to Pennsylvania procedures and will provide notifications in English and in a language that parents can understand, to the extent feasible.

Once identified as an English Language Learner, the student will receive instructional support based on their English proficiency level. Students identified as ELL participate in the general education English Language Arts program. Based on their proficiency level, students receive additional instruction. Students at lower English Proficiency Levels are provided daily live, synchronous instructional sessions. Classes will be taught by a certified ELL teacher and will be aligned to standards and based on scientific research for English language acquisition. The ELL teacher will also collaborate with the general education teachers, the Director of Special

Education, and the Special Education Coordinator/liaison at Imagine Learning to provide appropriate accommodations in those classes based on the student's English proficiency level.

If the student qualifies for ELL services, ChallengeU PCCS will assess progress in all ELL students' English proficiency and use data to drive ELL instructional decisions. All ELL students will participate in the state's annual language proficiency assessment, ACCESS for ELLs®. The Director of Special Education will coordinate in-person testing of ELL students at various locations across the state within the established timeframe for Pennsylvania. These annual test results will help determine continued program placement and allow teachers to adapt content to individual student needs. All mandated state tests will be administered to ELL students as required by law.

The Director of Special Education will also work with teachers, Graduation Coaches, and students to adapt the core material for ELL students and provide appropriate supplemental resources, including various technologies to facilitate language acquisition.

ChallengeU PCCS will follow the Pennsylvania state exit criteria and timelines for exiting ELL students from the program. Students must score 5.0 in each domain (listening, speaking, reading, and writing) on the ACCESS® assessment in addition to earning a score of BASIC on the annual Algebra I Keystone or Literature Keystone, and earn a final grade of "C" or better in core subject areas of Mathematics, Language Arts, Science, and Social Studies. ChallengeU PCCS will reference the PDE State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners for guidance on students who may have special circumstances for exiting the ELL program.

ChallengeU PCCS will monitor ELL students for academic progress using state-specific criteria for two years after program exit. Measures of student progress will be grades, standardized test scores, teacher observations, and coach observations. If at any time an ELL in the monitoring phase struggles to make academic progress, ChallengeU PCCS will provide intervention within the context of the RTII/MTSS framework. Students may reenter the ESL program if monitoring reveals continued ESL needs or a lack of academic progress.

Discipline Procedures for Students with Disabilities (Suspension and Expulsion)

The school's handbook will include a statement of the protection of the rights of disabled students through the fair application of due process. Given the nature of cyber schooling and limited face-to-face contacts with students, suspensions and expulsions are expected to be extremely rare.

Staff may order the removal of a student from school for disciplinary reasons to the extent the removal is applied to non-disabled students, as long as the removals do not constitute a change of placement. A change in placement occurs if the student is removed from school for disciplinary reasons for more than ten consecutive school days or if the student is subjected to a series of removals (15 cumulative school days in a school year) that constitute a pattern of removal. Decisions related to discipline and removal will be made on a case-by-case basis. Any and all

decisions related to discipline and associated placement change will be documented on the NOREP and provided to parents.

If a student with a disability is removed from his/her current placement for more than ten days during a school year, the school staff will provide services to the student to the extent necessary for the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in his/her IEP. School staff may order a change of placement to an appropriate alternative setting for no more than 10 days. The extent of the student's removal for disciplinary reasons will be applied to non-disabled students if a student carries a weapon to a school function, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, or causes serious bodily injury to another person while at a school function. The interim alternative setting must enable the student to continue to progress in the general curriculum and to receive those services and modifications to enable the student to progress on the goals set out in his/her IEP.

If the school staff is considering a disciplinary action that involves changing a student's placement, a manifestation determination must be completed within ten school days of any decision to change the placement of the child with a disability. The parent and relevant members of the student's IEP Team must review all relevant information, including the IEP, teacher observations, information provided by the parent to determine if the behavior in question was a result of or had a direct substantial relationship to the student's disability or failure to implement the IEP. If the result of the IEP Team is that the behavior was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities. However, ChallengeU PCCS will provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in his/her IEP.

After changing a student's placement for disciplinary reasons, school staff will conduct a functional behavioral assessment and convene the IEP team to develop a behavioral intervention plan; or if a behavior plan was in place, it must be reviewed and modified as necessary by the IEP team.

Edgenuity/Imagine Learning's Accommodations for Students with Disabilities

According to the U.S. Department of Education (2019), approximately 14 percent of public school students, or 7.3 million youth ages 3–21, receive special education services under the Individuals with Disabilities Education Act (IDEA). These students are heterogeneous in terms of ability, learning style, and needs. The majority of students receiving special education services have specific learning disabilities (33 percent), but others have different or a combination of compelling challenges: 19 percent have speech or language impairments; 15 percent suffer from health issues; 6 percent possess general intellectual disabilities; and the remaining students have emotional problems, autism, developmental delays, hearing impairments, orthopedic impairments, or multiple disabilities.³

Edgenuity/Imagine Learning courses include the following evidence-based practices designed to meet the needs of students with disabilities.⁴

1. Provide explicit instruction

Explicit instruction includes setting learning goals, modeling with examples and non-examples (examples that are not correct) and providing multiple opportunities for practice. A meta-analysis by Vaughn, Wanzek, Murray, & Roberts (2012)⁵ found that explicit instruction improved acquisition of basic skills and abstract concepts among students with disabilities. Explicit instruction is the cornerstone of Edgenuity courses. That is why all of the courses at ChallengeU PCCS will feature on-screen instructors who deliver explicit instruction, orient students to the lesson goals, ground concepts in relevant real-life and worked examples that show the answer and offer clear and concise explanations of subject matter. Tasks, assignments, and assessments embedded throughout each course provide students the opportunity to exercise higher-order thinking skills of analysis, evaluation, and application. They also offer students the chance to apply learned skills and demonstrate information transfer.

2. Model learning strategies

Research indicates that many students with disabilities face challenges in organizing ideas, selecting strategies to process information, focusing on activities, setting goals, and monitoring their actions.⁶ Experts agree instructors should model learning strategies for this population of students.

A meta-analysis by Jitendra, Burges, & Meenakshi revealed that students with learning disabilities and behavioral disorders improved their ability to comprehend text after they were taught metacognitive strategies.⁷

A meta-analysis by Xin & Jitendra (1999) revealed that mathematics interventions that included strategy instruction led to significant gains in mathematical problem-solving ability.⁸

Edgenuity's on-screen teachers model learning strategies and explicitly teach students a wide variety of metacognitive strategies, such as self-monitoring, self-evaluation, goal-setting, questioning, and self-explanation. Students learn to draw upon already-known concepts and apply understanding to new, unfamiliar contexts. They are also taught how to identify appropriate learning strategies and to monitor their own understanding.

3. Make instruction accessible

Experts agree that curriculum should be accessible and provide students with multiple means of representation, expression, and engagement.⁹ Visual aids and non-written expression enable special education students who have difficulty with aural, written, or verbal instruction to organize key concepts. A research study by Kim, Vaughn, Wanzek, & Wei (2004) supports the use of graphic organizers to promote comprehension among students with learning disabilities across all grade levels and content areas.¹⁰

Imagine Learning courses provide students with multiple means of representation, expression, and engagement.

Imagine Learning courses use video lectures, graphic displays, text, simulations, video captioning, and read-aloud support features. Key concepts and tasks in courses are explained using multiple representations (verbal, concrete manipulative, numerical, graphical, and symbolic), and students are guided in mapping meaning among the varied representations. Graphic organizers (web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, and sequence graphics) are included in instruction, tasks, and assignments.

Edgenuity/Imagine Learning courses require students to read, write, practice, explore, create, and discuss. Throughout Edgenuity instruction and assessments, students are presented with opportunities to manipulate images, answer questions, highlight text, complete surveys, and fill out graphic organizers. These multiple means of expression appeal to multiple learning styles and allow students to demonstrate their knowledge in a variety of ways.

Edgenuity/Imagine Learning courses are designed to engage students in a variety of ways. The self-paced technology is a motivating medium for students, and the on-screen teachers present course concepts in ways that are relevant to students' lives. Further, courses are designed to promote self-regulation. Detailed course maps and pacing guides clearly state expectations, provide students with a structured overview of course activities and objectives, and visually alert students and teachers to students' course progress and pace.

4. Provide tools to support learning

Research indicates that targeted support improves the academic success of students with disabilities.¹¹ Teachers must provide scaffolds to support learning, then gradually remove them once student mastery is achieved.

A meta-analysis by Gersten, et al. (2009)¹² found that scaffolding helped improve math achievement and motivation for students with disabilities.¹³

Edgenuity/Imagine Learning presents a wide array of tools to support student learning. Before instruction, teachers can create tutoring modules to give struggling students a more simplified explanation of fundamental concepts and skills. Instructors also have the option of enabling diagnostic pretests to modify a student's learning trajectory within a course. Assignment calendars with clear due dates give students the structure they need to maintain focus and efficiently manage time and effort. Students have access to a digital notebook, as well as downloadable Guided Notes to scaffold their note-taking process. Students also benefit from the eWriting tool, which helps students organize their thoughts during the writing process. Students also have access to the Edgenuity toolbar, which includes text mark-up (highlighting, word look-up, and annotation), language support (read-aloud and translation), as well as a number of specialized tools for math and science (a variety of calculators, references such as a periodic table, and other learning supports). The Edgenuity CloseReader™ includes contextual definitions for key vocabulary, text-based teacher's notes, and embedded comprehension

questions. After instruction, educators can extend the time allotted for assessment and number of retakes.

The Edgenuity LMS also assists educators in accommodating students with IEPs or 504 plans. Educators can reduce the number of questions on assessments, reduce the number of answer choices on assessment items, adjust the assessment timer (and hide it from student view, if desired), and view an IEP icon to quickly identify students with accommodations on the Manage Students page.

5. Provide appropriate feedback

Research demonstrates that positive, corrective feedback that explains the reasons for errors and directs students through the correction process is associated with improved outcomes for special education students.⁴

Students receive immediate, corrective feedback each time they respond to a question within Edgenuity/Imagine Learning instruction and assignments. Feedback messages are consistently designed to refine students' understanding of concepts and correct misconceptions. Edgenuity withdraws explanatory feedback as students demonstrate success.

The following tools are available to students and educators as accommodations, modifications, and supports:

- Extended time for assessments
- Reduced number of items on assessments
- Reduced distractors for multiple-choice Items
- Reduced course length/modified workload
- Word look-up tool
- Highlighter tool
- Ability to use notes on assessments
- High-contrast and limited visual distractions
- Ability to rewind and replay instruction
- Guided notes
- Save and exit to break activities into shorter sessions compatibility
- Read-aloud and screen-reader
- Captions and transcripts.

6. Capitalize on technology

⁴ Konold, K., Miller, E. & Konold, K. (2004). Using teacher feedback to enhance student learning. *Teaching Exceptional Children*, 36(6), 64–69.

Research indicates that technology can level the playing field for students with disabilities by providing customized supports that make the learning environment more active, accessible, and engaging.⁵

Edgenuity/Imagine Learning's courses are designed to reduce learner anxiety and ensure instruction meets the needs of all students. Edgenuity recognizes that deeper transfer occurs when students are actively engaged in their learning process and apply what they have learned to real-world settings. Accordingly, Edgenuity/Imagine Learning uses direct video instruction, interactive web links, virtual labs, graphic organizers, manipulatives, and simulations to encourage active engagement in courses.

Special Education Teachers of ChallengeU PCCS

Special education teachers will be employed directly by ChallengeU PCCS to work with students on an individual and small group basis, primarily through online communication and online learning management tools. These teachers will be responsible for managing and monitoring a student's IEP, assessing student progress toward their IEP goals, communicating about the IEP and its academic assignments and therapies with Graduation Coaches, regular subject teachers, Special Education Coordinator, Imagine Learning content providers, specialty therapists, CEO/Principal, Guidance counselor, family (as appropriate) and the student in order to ensure that the student is receiving the best possible free and appropriate education (FAPE). Special education teachers will work with students on essential academic and social skills, as needed, and will manage their periodic re-assessments, in coordination with Special Education Coordinator.

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

Edgenuity/Imagine Learning courses reflect research-based instructional practices to meet the needs of all students. Courses feature rigorous, explicit instruction led by certified on-screen teachers. Motivating, media-rich content keeps students engaged, and powerful interactive instructional tools help them build content knowledge and essential skills. Aligned to Common Core and Pennsylvania Standards, these courses include challenging content, relevant activities, adaptable formative and summative assessments, and real-time feedback.

Imagine Learning Edgenuity courses are shaped by industry experts, researchers, and educators. Edgenuity utilizes effective and engaging instructional models integrated with robust classroom tools and reporting for a well-rounded educational experience. Edgenuity provides explicit instruction led by on screen teachers, engaging interactive media, and helpful instructional tools. Students engage in independent reading, practice, guided online exploration, and practical application projects. Edgenuity values academic integrity and includes features such as a plagiarism checker and speed radar to assist teachers in monitoring student work.

⁵ Hasselbring, T S., & Glaser, C. H. W. (2000). Use of computer technology to help students with special needs. *The Future of Children*, 10(2), 102–122.

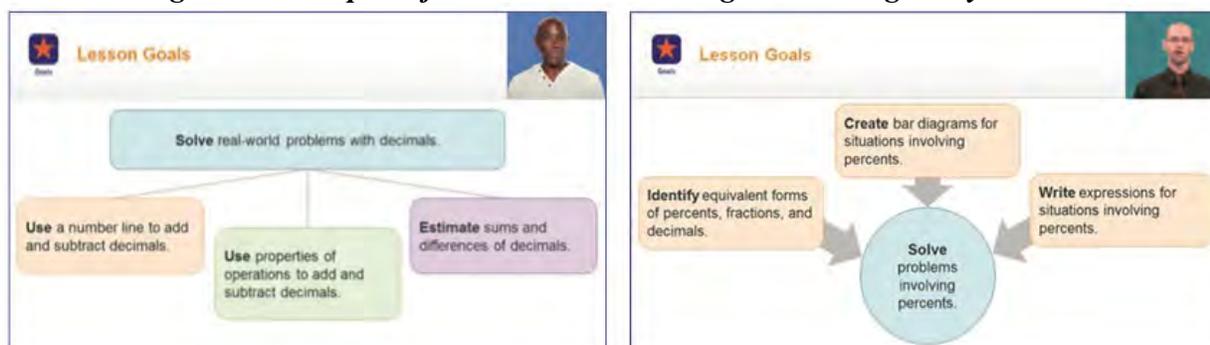
All classes that students take at ChallengeU PCCS will be taught asynchronously to allow for flexibility in student scheduling using the Flipped Classroom model. Video content, animations, and simulations model and explain key concepts as students utilize digital learning tools such as highlighters and sticky notes to organize information, ask questions, and record observations. Read-aloud and translation tools help English Language Learners and students with learning disabilities understand and retain classroom content in an accessible manner. Students also utilize eNotes, a notebook that allows students to record, synthesize, and organize their thinking. A dynamic glossary and a word look-up tool help students build their academic vocabulary, while transcripts and video captions enable students to follow along with the on-screen teacher. Point-of-use tools like calculators, graphic organizers, and other tools help students complete assignments and promote the deep transfer of knowledge and skills. Another useful tool at student disposal is CloseReader™, which supports the active reading of complex texts with embedded comprehension questions, text and audio prompts, translation tools, and contextual definitions of new vocabulary words.

Students are assigned to specific courses in Imagine Learning based on their needs for credits to earn toward graduation and based on their interest for expanding their learning horizons. The courses are chosen in coordination with their guidance counselor, Graduation Coach, and special education teacher, where appropriate. Students access coursework and learning tools through the Imagine Learning online materials, which allow them to progress at the pace that works best for them and in the hours and days that work best for them. Their core course teacher, employed by ChallengeU PCCS, monitors their progress in the platform, responds to questions and provides additional assignments for their course asynchronously, provides synchronous online teaching/tutoring sessions on key topics individually and in small groups throughout the day and week. In this manner, the program is essentially “flipped”, providing content delivery outside of synchronous teacher time, and working through ideas and increasing understanding in synchronous time (through discussions, demonstrations, Q and A, Socratic seminar styles, etc.).

Edgenuity’s Learning Management platform provides teachers detailed student reports, including data on student engagement, progress, achievement, mastered standards, and assessment scores. The teacher dashboard allows ChallengeU PCCS educators and coaches to effectively review student progress, work, and achievement in real time. Lesson Mastery Reports also allow educators to review class progress within each Standard area. This, in turn, allows teachers to deliver re-teaching lessons in areas where additional instruction is needed, provide small-group support to struggling students, adjust student lesson speed/progression through lessons to ensure mastery of core concepts, and check in with coaches to ensure any barriers to achievement are addressed.

All Edgenuity lessons begin by presenting clearly defined instructional objectives and articulating what students will be expected to learn and do as part of the lesson. Lesson goals are written in student-friendly language and are directly connected to assignments and tasks. They are often presented in a graphic organizer or table to make relationships between concepts and skills apparent to students.

Figure 4. Examples of Lesson Goals that Begin Each Edgenuity Lesson



Online instructors use think-aloud demonstrations to model their thinking and provide guidance on what students should be alert for as they annotate. In addition, instructors make explicit connections between course concepts and real-world phenomena. On the student side, students are asked to present, justify, and defend their solutions and methods when working through problems. Students also utilize visual models and manipulatives to illustrate real-world contexts for mathematical, science, and humanities concepts. Using virtual tools, manipulatives, and simulators help students explore concepts and verify solutions.

The Edgenuity platform itself focuses on clarity and accuracy of processes and outcomes in problem-solving while requiring students to look for, construct, and make observations about patterns.

ChallengeU PCCS’s Subject Teachers

As discussed above, all core classes at ChallengeU PCCS will be taught by high school subject teachers, primarily through online form, both through synchronous and asynchronous interaction with students. Detailed below are the teaching methods used to instruct students by core subject, how these teaching methods enhance student learning and performance, and how teachers assess academic performance via the Edgenuity platform:

English Language Arts

Edgenuity ELA lessons focus on an analysis of a diverse set of authentic texts. Students are led by on-screen teachers who engage students with real world examples and multimedia to bring lessons to life. Teachers on screen stand with virtual backgrounds to illustrate real-world examples and make course content more interactive and engaging. Edgenuity Teachers also explicitly model classwork expectations to show students how to unpack texts, understand arguments, and analyze media. Students check their understanding of concepts through embedded, interactive performance tasks, such as a quiz on direct or indirect characterization. Courses discuss novels, poetry, graphic novels, plays, and nonfiction texts. Students read texts using a variety of tools including side-by-side teacher notes, reading comprehension questions, and using translation and read-aloud features. ELA courses also feature writing workshop lessons and project-based learning that connect course units to real-world ideas.

→ ChallengeU PCCS English teachers monitor student progress through the Edgenuity LMS, ensure students are meeting the PA standards in English, prepare students for the English Literature Keystone and college placement exams, communicate with students to check on

their progress and understanding regularly, including both asynchronously and synchronously, provide responses to their questions regarding their understanding of the content they have been reviewing, check for understanding, assess student progress in the course formally, lead online discussions of assigned materials several times per week, and work with special education teachers, coaches and student to ensure that their learning and progress is on track to meet the goals of their graduation plan.

Mathematics

Edgenuity mathematics courses are designed to balance conceptual development, procedural fluency, and application. Concepts are introduced through direct instruction from on-screen teachers in a video format. Throughout lessons, students can model concepts using interactive interfaces. Visual models are also used to assist learning, particularly in word problems and graphs. Teachers can also model digital tools available on the Edgenuity platform which students can then use when completing their performance tasks.

According to a study⁶ from June 2013 on Edgenuity's Mathematics Courses, Edgenuity instruction and pedagogy fully integrates the 8 Common Core State Standards for Mathematical Practice listed below:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

→ ChallengeU PCCS Math teachers monitor student progress through the Edgenuity LMS, ensure students are meeting the PA standards in Math, prepare students for the Algebra Keystone and college placement exams, communicate with students to check on their progress and understanding regularly, including both asynchronously and synchronously, provide responses to their questions regarding their understanding of the content they have been reviewing, check for understanding, assess student progress in the course formally, lead online discussions of assigned materials several times per week, and work with special education teachers, coaches and student to ensure that their learning and progress is on track to meet the goals of their graduation plan.

Social Studies

Edgenuity Social Studies courses promote effective and engaged citizenship. Students learn about their roles in society, their rights, and their responsibilities as citizens, in addition to the

⁶ <https://il-cms.imaginelearning.com/media/pdf/foundations/EDG-How%20Edgenuity%20Mathematics%20Courses%20Align%20with%20Research%20on%20Effective%20Instruction.pdf>

work of public servants, activists, and historic community leaders. Students have regular opportunities to reflect on social issues throughout history and how they influence society today. Social Studies teachers promote student agency, critical thinking, and demonstrate how to analyze sources, cite textual evidence when forming arguments, and take informed action. At the beginning of each unit, anchor lessons are delivered to activate prior knowledge, present themes of the unit and overall course, and introduce unit projects to be completed by the end of the unit. Rubrics and embedded plagiarism checkers support teachers in grading and assessing the originality of student work and ideas.

→ ChallengeU PCCS Social Studies teachers monitor student progress through the Edgenuity LMS, ensure students are meeting the PA standards in Social Studies (History, Economics, etc.), prepare students for college placement exams, communicate with students to check on their progress and understanding regularly, including both asynchronously and synchronously, provide responses to their questions regarding their understanding of the content they have been reviewing, check for understanding, assess student progress in the course formally, lead online discussions of assigned materials several times per week, and work with special education teachers, coaches and student to ensure that their learning and progress is on track to meet the goals of their graduation plan.

Science

In Science courses, expert on-screen teachers guide students through scientific learning. Media and animations are used to describe content while teachers use virtual backgrounds and tangible objects to demonstrate concepts. Student tasks are supported by online experiment simulations. Virtual labs and hands on “wet lab” options are provided for students on various topics including water erosion, tectonic plates, and owl pellet dissection. Edgenuity science courses encourage critical thinking and promote career interests in STEM fields.

à ChallengeU PCCS Science teachers monitor student progress through the Edgenuity LMS, ensure students are meeting the PA standards in Science, prepare students for the Biology Keystone and college placement exams, communicate with students to check on their progress and understanding regularly, including both asynchronously and synchronously, provide responses to their questions regarding their understanding of the content they have been reviewing, check for understanding, assess student progress in the course formally, lead online discussions of assigned materials several times per week, and work with special education teachers, coaches and student to ensure that their learning and progress is on track to meet the goals of their graduation plan.

Student Experience

On the Edgenuity online platform, students are expected to log in to access their coursework. Once logged in, students will see one tile for each course in which they are enrolled/ The tile displays student progress and achievements in the course. A blue progress marker indicates the student is on target, while a green indicates that a student is ahead, and a red progress marker indicates that a student has fallen behind. Course grades are also visible on the tile. Edgenuity advises students to:

1. Take notes on what they are learning
2. Stay on pace

3. Ask for help when they need it
4. Avoid plagiarism

To get started on the lessons for a day, a student would select “next activity” on the course tile or click anywhere on the tile to be brought to a course map. The course map allows a student to view the entire structure of the course and see due dates set by their teacher. Students can also view their e-notes, alerts (regarding status updates, unsubmitted work, and teacher comments), and student help resources.

To begin a lesson a student selects a lesson from their course map. A video appears and the student must watch the entire video before moving on to their tasks. The most important information is taught in the video, so students are encouraged to use the eNotes feature to take their own notes online or to rewind to repeat parts of the lesson they may have misunderstood. The guided notes feature outlines the most important information and gives space for students to write in their own detailed notes electronically or on paper. When completing their task, a student can access all of the learning tools available to them in the accessible toolbox. All student progress and work are automatically saved.

For each credit, students are expected to actively use the Edgenuity software for at least 3 ½ hours per week per course. The short-term outcomes of ChallengeU PCCS’s use of Edgenuity are as follows:

- Improved classroom behavior and attendance
- Increased student engagement in school measured by active time and progress

The intended mid-term and long-term outcomes of student learning are as follows:

- Improved academic proficiency, reflected in overall grade and in quiz scores
- Increased number of credits earned and/or recovered
- Improved achievement on Keystone Exams
- Increased graduation rates
- Enrollment in postsecondary education and/or attainment of a job in a career-field of interest

The methods of instruction – a modified “flipped classroom” model with an on-demand online learning system coupled with tailored, asynchronous and synchronous teaching and close monitoring of progress by subject expert teachers - will enhance student learning by improving student motivation to learn and grow. This method will provide personalized learning programs that accommodate student schedules and needs, and by offer a support system for students in the form of accessible teachers, on-demand tutors, and coaches, who are all cognizant of each individual student’s goals and dedicated toward providing intensive services to help them to meet those goals.

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

ChallengeU PCCS will meet or exceed the requirements of Section 1715-A(9), “A charter school shall provide a minimum of one hundred eighty (180) days of instruction or nine hundred (900) hours per year of instruction at the elementary level, or nine hundred ninety (990) hours per year of instruction at the secondary level. Nothing in this clause shall preclude the use of computer and satellite linkages for delivering instruction to students.”

ChallengeU PCCS will be a year-round cyber school for OA-UC students in grades 9-12. The school will offer courses throughout the year—during a combination of the fall, spring, and summer sessions—providing students with flexible pacing options for meeting state education standards. The regular school year, fall and spring semesters, will provide 40 weeks of instruction (990 hours) and the optional summer session will provide 6 weeks of instruction (at no cost to the student). Due to the varying circumstances of these students, their ages will range from 15 - 21: the qualifying criteria is that they are off-track to graduate from school on time. The students will come from rural and urban areas of Pennsylvania.

ChallengeU PCCS will offer traditional and accelerated options depending on a student’s total credits upon enrollment. Due to the school’s unique approach to reaching OA-UC students (intensive life coaching with a modified flipped classroom providing close monitoring and support with flexible learning options), the traditional school calendar will be adapted to fit individual student situations. That being said, all ChallengeU PCCS students will complete the required 180 school days, and a traditional school calendar will be in place from September to June. A summer session will be offered from July to August so that students have the ability to earn additional credits to accelerate their move toward graduation. The students entering ChallengeU PCCS will be credit deficient and are likely to need the summer session to earn the extra credits needed to graduate before aging out of the program. However, the summer session, although free, will not be mandatory for all enrolled students.

The Board will approve the school calendar yearly. Below is the anticipated calendar for the 2023-2024 school year.

Figure 5. Proposed Student Calendar 2023-24

Event	Date
First Day of the 2023 School Year (All enrolled students)	September 5, 2023
Thanksgiving Break (No school in session)	November 23 and 24, 2023
Winter Break (No school in session)	December 22, 2023 – January 2, 2024
Martin Luther King Jr.’s Birthday (No school in session)	January 15, 2024
<i>First Semester Ends</i>	January 22, 2024
Spring Break	March 25 – 29, 2024

(No school in session)	
Memorial Day (No school in session)	May 27, 2024
<i>Second Semester Ends</i>	June 3, 2024
Last day of Regular School Year	June 3, 2024
First day of Summer Semester	July 1, 2024
Independence Day (No school in session)	July 4, 2024
Last day of Summer Semester	August 15, 2024

The non-Typical School Day – Year-Round Learning

ChallengeU PCCS will have a school day that begins at noon and ends at 8:00pm, Monday through Friday. This is intended to provide students with a schedule outside of the traditional hours of brick-and-mortar schools and more flexibility to check in with teachers as needed. These hours were created to accommodate working students and avoid early morning hours to heighten engagement. These hours represent the time that students can access teachers for synchronous tutoring and lessons following the Flipped Classroom learning model discussed earlier. The Imagine Learning platform allows for students to access curriculum at any time 24/7 and will not be restricted by the ChallengeU PCCS daily schedule. Students can complete lessons and assignments outside of the noon to 8:00pm schedule and on weekends.

In addition to teachers, students will have access to Graduation Coaches during the hours of noon to 8:00. Meetings and check-ins can be scheduled during this time.

Individuals attending ChallengeU PCCS are not typical students- many have life obligations such as working a job or caring for a child or an adult. The flexibility of a cyber school is key to putting them back on track and keeping them on track to graduation. Whereas brick and mortar schools limit a student’s ability to create their own schedule, a ChallengeU PCCS student can attend classes in a manner that fits the reality of their life. For instance, a ChallengeU PCCS student may have a job that starts at 10:00am. They can spend 2.5 hours working on the Edgenuity assignments and then meet with a ChallengeU PCCS teacher after their shift is complete. Hundreds of possible scenarios can be created to mimic the hectic lives of these motivated students that have made the decision to return to school and complete their required high school coursework. They do not fit the typical pattern of a high schooler.

ChallengeU PCCS ensures that all students will attend 990 hours and 180 days of school each year. Additionally, the school will provide a 6 week summer session for further flexibility and opportunities to accelerate. The role of the Graduation Coach is key in building a student’s schedule and assisting them to follow through on their learning plan.

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?

ChallengeU PCCS will measure and report the academic achievement of all students on a yearly basis. The school will document the performance and progress toward graduation of individual student cohorts (e.g., sophomore class in 2024) and the school population as a whole, along with substantial student subgroups (e.g., students with IEPs).

Students will participate in statewide Keystone testing if they have not taken the exams or need to retake them after enrolling in ChallengeU PCCS. The school will provide locations for Keystone testing at in-person sites in various areas of Pennsylvania near student residences. ChallengeU PCCS will ensure that qualified proctors will monitor Keystone testing in accordance with best practices and all Pennsylvania requirements.

ChallengeU PCCS students will take the online NWEA MAP test as a diagnostic test when entering the school. These data will provide ChallengeU PCCS with information about student achievement levels and placement options in leveled courses. Additionally, the Edgenuity platform has various formative and summative assessments embedded into each course. These assessments will enable teachers, students, parents and ChallengeU PCCS staff to track student progress on a regular basis throughout the school year and over the course of their graduation journey. Teachers are responsible for evaluating exam results as well as grading some assessments that are not automatically scored by Edgenuity software.

Progress Monitoring and External Evaluations

ChallengeU PCCS will present progress reports to stakeholders regarding student performance measures at intervals prescribed by the Board. At a minimum this will include an Annual Goal Report presented to the Board. An outside evaluator, preferably a university or respected education evaluation firm, will be hired to review the growth and challenges of the school on a long-term basis. The evaluator will analyze performance trends and predict areas of need and success to keep the school moving toward its goals and those recommended by the state or federal government. This type of retrospective evaluation will give ChallengeU PCCS multiple ways to understand student performance and develop further interventions as needed to ensure desired graduation rates.

School Improvement Cycle

To enable teachers, Graduation Coaches, students and parents the ability to examine the overall progress and success of the school, ChallengeU PCCS will create a data cycle of collecting, analyzing and reporting on the school's progress. Edgenuity will continually collect student academic data including daily attendance, system use and academic performance. The Edgenuity platform assures rigorous self-assessment and improvement by continuously collating data on student learning progress. All Edgenuity courses have a system of assessments that provide a collage of student and whole school achievement. These data will be available to ChallengeU PCCS teachers, Graduation Coaches, and parents/guardians in real-time via online dashboards

like Imagine Learning’s Gradebook. ChallengeU PCCS will use those data in conjunction with SEL specific information held in a secure Google Drive to both celebrate success and address challenges. The Board and school administration will continually assess the performance of ChallengeU PCCS through review of monthly reports from Board meetings, review of yearly academic progress data (School Performance Profile, Keystones, PVAAS), review of compliance related information (e.g., cyclical monitoring, Annual Report submission, etc.), and annual school progress evaluation reports.

Edgenuity Assessment Structure

Students are assessed at the end of each lesson, unit, and semester in the following formats:

- **Quiz:** At the end of each lesson, students take a quiz to assess the specific learning objectives of that lesson.
- **Unit Test:** These summative end-of-unit exams allow students to demonstrate their mastery of historical concepts before moving forward. Prior to the exam, students complete a full review of the key concepts contained in the unit and can return to lessons for practice where necessary. The multiple-choice format of the exam allows students to reinforce and relate to foundational concepts and to receive immediate feedback about which lesson content they may need to revisit for greater comprehension.
- **Cumulative Exam:** Students take a cumulative exam midway through the course, and another at the end of the course. The exam consists of multiple-choice questions that build on main ideas and key concepts that are presented throughout every unit. These provide students with an opportunity to exhibit mastery and long-term comprehension of themes.
- In addition to assessments, **Performance Tasks** embedded within the lesson enable students to transfer knowledge and skills to real-world situations. Performance Tasks require students to synthesize information to solve complex problems or answer in-depth questions and are intended to incorporate multiple standards in a single application task.

All of the assessments are designed to provide observable evidence of mastery of standards. Assessment questions are aligned to Bloom’s Revised Taxonomy and Webb’s Depth of Knowledge, with careful attention to the level of cognitive complexity of the underlying standards and learning objectives.

If activated, pretesting provides adapted course content for each student. Additionally, teachers can modify assessments to give students more time, change the passing thresholds, allow for additional retakes, or adjust grade weights. Students are not able to access assessments until the teacher unlocks assessments to facilitate in-person proctoring at school sites or virtual synchronous proctoring.

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

Teacher Evaluation Process

ChallengeU PCCS will evaluate all teachers, general education, special education, specialty teachers and ESL teachers, employed by the school. These teachers will be evaluated based on the Charlotte Danielson derived Pennsylvania teacher evaluation model, Educator Effectiveness. The required four domains on which teachers will be evaluated include:

DOMAIN 1: Planning and Preparation

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' understanding of the subject as identified through effective use of assessments. Instructional outcomes are clear, represent important learning in the subject, and are aligned to academic standards. The instructional design includes relevant learning activities and modalities that are well sequenced and support all students in meeting high expectations in an environment that provides positive, equitable, and inclusive opportunities for learning.

DOMAIN 2: Classroom Environment

Effective teachers organize their classrooms so that all students can learn. Teachers know and value their students' identities, as well as their academic, social, and emotional strengths and needs. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of instructional space, and supporting and engaging in the learning of classmates. Students and teachers work in ways that demonstrate their belief that rigorous effort will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.

DOMAIN 3: Instruction

Effective teachers ensure all students are highly engaged in learning and contribute to the success of the class. Teacher explanations are clear and invite student intellectual engagement. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Teacher feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do to improve and have autonomy in their learning. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.

DOMAIN 4: Professional Responsibilities

Effective teachers have high ethical standards, a deep sense of professionalism, and are focused on improving their own teaching and supporting the ongoing learning of

colleagues. Teachers provide frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. They assume leadership roles in school projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. Documentation is accurate and comprehensive and supports student learning.

The teacher evaluation framework is adapted from the Charlotte Danielson effective teacher model and related research. The school will report Educator Effectiveness data as required by the state. Each domain and component has its own rubric that corresponds with a teacher's strengths and weaknesses in that domain. The rubric below is an example from Domain 1: Planning and Preparation, Component 1A: Knowledge of Content and Pedagogy:

Distinguished

- The teacher's lessons reflect extensive knowledge of the discipline, structural relationships, and appropriateness to diverse students.
- The teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and link to necessary cognitive structures to ensure student understanding.
- The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating and addressing student misconceptions.

Proficient

- The teacher identifies important concepts of the discipline, their relationships, and appropriateness to diverse students.
- The teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.
- The teacher's plans and practice reflect familiarity with effective pedagogical approaches in the discipline.

Needs Improvement

- The teacher is familiar with the discipline but does not see conceptual relationships.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.

Failing

- The teacher makes content errors in planning and practice.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans reflect inappropriate or limited strategies for the discipline.

All ChallengeU PCCS employees will receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. Employees will also receive periodic feedback both formally and informally from their manager throughout the school year.

Administration Evaluation Process

All ChallengeU PCCS administrators will be evaluated by the Principal using the Pennsylvania Educator Effectiveness framework designed for administrators. The domains that will be examined are as follows:

DOMAIN 1: Strategic/Cultural Leadership

School leaders/supervisors systematically and collaboratively develop a positive, equitable, and inclusive culture to promote continuous student growth and staff development. They articulate and model a clear vision for the school that meaningfully engages all students, communities, and staff.

DOMAIN 2: Systems Leadership

School leaders/supervisors ensure that there are processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that result in organizing the work routines. They must manage efficiently, effectively, and safely to foster student achievement in a positive, equitable, inclusive environment.

DOMAIN 3: Leadership for Learning

School leaders/supervisors ensure that a standards-aligned system is in place to address, in a positive, equitable, and inclusive manner, the linkage of curriculum, instruction, assessment; data on student learning; and educator effectiveness based on research and emerging, evidence- based best practices.

DOMAIN 4: Professional and Community Leadership

School leaders/supervisors promote the success of all students, the positive interactions among building stakeholders, and the professional growth of staff by acting with integrity, fairness, and in an ethical manner.

The following rubric will be used when formally evaluating administration. Similar to the teacher evaluation framework, each rubric is designed to match a particular domain and component. This particular rubric is an example specifically for Domain 1: Strategic/Cultural Leadership, Component 1A.

Distinguished

- Designs and initiates a process that includes stakeholders for developing a shared vision and strategic goals for student growth and achievement that result in rigor and relevance for all students.
- Implements systemic, sustainable goals that promote success for all students.
- Ensures that staff incorporates the school's vision, mission, and strategic goals in their instructional plans to assure that students achieve expected outcomes.

- Implements systems for on-going, collaborative data review to ensure that the school's vision, mission, values, beliefs, and goals drive decisions that positively influence the culture of the school.

Proficient

- Implements a process that includes stakeholders for developing a shared vision and strategic goals for student growth and achievement.
- Develops goals that promote equitable and inclusive access to social-emotional wellness and college, career, and community readiness as components of student success.
- Shares and maintains a focus on the vision and strategic goals throughout the school year.
- Collects and analyzes data for the periodic assessment and review of progress toward the school's vision, mission, and strategic goals.

Needs Improvement

- Develops school-wide vision, mission, and strategic goals based on individual beliefs.
- Plans with limited evidence of stakeholder involvement.
- Infrequently reviews data and stakeholder feedback to assess progress or revise goals to ensure student performance.

Failing

- Fails to develop a school-wide vision, mission, or strategic goals.
- Fails to demonstrate the involvement of stakeholders in a strategic process that leads to the development of the school's vision, mission, and goals.
- Fails to use data to assess or revise goals based on student performance.

Standards for Teacher and Administrator Performance

To ensure the highest quality teaching, ChallengeU PCCS will set as its goal that the majority of teachers will earn Proficient or higher ratings on the state evaluation rubrics. The instructional staff will be observed on a regular basis and evaluated using this comprehensive, multi-layered evaluation system. The teacher and administrator evaluation system may include the following and will be aligned to the Pennsylvania Effective Educator system:

- peer reviews evaluating the degree of cooperation, support and sharing of knowledge;
- aggregate performance of enrolled students based on a value-added improvement model; and
- an individualized annual performance plan incorporating strategies to achieve measurable classroom and/or school goals.
- parent surveys, rating the responsiveness, effectiveness, and instructional expertise of the school as a whole.

A note on CEO/Principal Evaluation

The Board will evaluate the CEO/Principal annually using the Effective Educator protocol and rubric and/or measures of performance that are of particular interest to the Board (e.g., maintenance of fiscal strength). The Board is responsible for providing feedback to the

CEO/Principal at regular intervals and will assist in setting appropriate goals with the intention of providing superior leadership to all involved in Challenge U PCCS.

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

School Accountability to Parents

Graduation Coaches and teachers will communicate regularly with parents, to the extent that the parents are involved with their child's education given that some of these students will be over age 18. This regular communication will provide Coaches and teachers with opportunities to discuss the student's progress at ChallengeU PCCS and any support the parents might provide to help them to meet their graduation and postsecondary goals. Parent feedback, where available, will help to build a strong support system for students. Face-to-face meetings will be used for parent-teacher conferences and other family interactions, when possible, and will otherwise be held virtually or via telephone. Email and Edgenuity parent login pages will provide parents with access to current and upcoming events at the school and information to facilitate conversations about student progress and needs.

Teachers and administrators will document all communication with parents and/or students in a Google Drive created log. This will allow for detailed tracking of interactions as well as seamless support for students and their families from multiple ChallengeU PCCS supports. ChallengeU PCCS will develop and maintain a website that contains information to keep all stakeholders informed. The website will include an enrollment page, school information section, and a way for parents to quickly access student information through Edgenuity. ChallengeU PCCS will raise targeted questions relating to areas of need and understanding in a formal parent annual satisfaction survey. This annual survey will help to identify what the school is doing well and how the school can improve. An independent evaluator will conduct a study that measures such items as parent satisfaction with the curriculum, teachers, and other aspects of the program. The independent evaluation results will be used to ensure effective parent satisfaction with the program. Faculty and administration will use these results to undergo continuous school improvement. Parent satisfaction is key to monitoring success of the program to maximize each student's potential.

Parents will be able to access records on student academic progress, completed assignment details, and attendance using the Edgenuity platform. Parents can safely and securely communicate with teachers and ChallengeU PCCS staff using the Edgenuity tools as well.

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

The Board and CEO/Principal will be primarily responsible for managing the school's budgets and financial records. The Board will receive monthly reports from ChallengeU PCCS's CEO/Principal and financial manager- Charter Choices. Additionally, an independent auditor will undertake an annual audit of the organization's finances. The audit shall be carried out in accordance with Governmental Auditing Standards by an impartial Certified Public Accountant chosen by the Board, in conformity with Pennsylvania's unique compliance regulations as well as the requirements of the Annual Report submitted on or before August 1 of each year. The

bylaws and the provision for the end of the fiscal year in ChallengeU PCCS's articles of incorporation will indicate the time of the yearly independent audit.

To obtain insight into the school's finances, enhance decision-making, hasten response times to financial emergencies, and produce potent self-service analysis with business intelligence capabilities, ChallengeU PCCS aims to adopt an industry-standard accounting software. Charter Choices will assist in selecting and managing this accounting software for the school.

Monthly and annual financial reports will be produced jointly by the CEO, Charter Choices and the Treasurer of the Board.

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

ChallengeU PCCS is aware of the necessity to safeguard the privacy of personally identifiable data contained in students' educational records. The privacy rights of eligible children will be protected by ChallengeU PCCS during data collection, preservation, release, and disposal. ChallengeU PCCS will comply with the provisions of the Regulations of the State Board of Education on Pupil Records (PA Code 22, Ch.12), the Family Educational Rights and Privacy Act of 1974 (FERPA), the Confidentiality Section of IDEA, and the Confidentiality Section of Pennsylvania Special Education Regulations and Standards and other relevant student data privacy laws.

Imagine Learning Edgenuity's SIS and Google Suite will be used by ChallengeU PCCS to gather, manage, and retain student records. Parents and students will receive assistance from ChallengeU PCCS Graduation Coaches and enrollment professionals throughout the enrollment process. The students will appear to the teacher online once this process is finished and they have been assigned to courses, allowing the teacher to start keeping track of, verifying, and reporting attendance.

The physical records of ChallengeU PCCS will be kept at the Harrisburg, PA site location. The provisions of FERPA, federal legislation that grants parents, legal guardians, and students specific rights regarding the student's educational records, will be completely complied with by ChallengeU PCCS. The right to prevent unauthorized disclosure of a student's educational records and "personally identifiable information" is also covered.

With the use of a sophisticated system of roles, permissions, and locations, a central team of administrators educated in FERPA will manage access to student data and information in Edgenuity's Genius SIS and Google Suite. Student data that is permissioned using roles and locations will only be accessible to users who are authorized to do so at that location. Roles, including ChallengeU PCCS providers who use student data for accounting and billing purposes, will be assigned data points and reports. School administrators will be in charge of regulating who has access to the reports and any student data. The conditions for accessing the data will only be satisfied by users at a location with the appropriate roles.

For privacy and security reasons, any data accessed through Edgenuity and Google Suite will be forced through Secure Sockets Layer (SSL). For data reporting purposes, private data will always be transferred between systems using secure FTP or a private VPN with encryption.

For students who receive special education and related services, IDEA offers extra privacy safeguards. FERPA is incorporated into Part B of IDEA and is cross-referenced. IDEA and FERPA work together, and ChallengeU PCCS will abide with their respective obligations. The Children's Online Privacy Protection Act of 1998 (commonly known as "COPPA") and the Protection of Pupil Rights Amendment shall both be followed by the school.

According to FERPA, a newly enrolled student will fall under one of the categories that permit ChallengeU PCCS to get student records from a former school without the parents' prior written authorization. However, in order for the school to obtain the student's prior district's data, administrative staff will require parents to sign a Release of Records form at the time of enrollment, giving their written permission for the release of the student's educational records. When necessary, ChallengeU PCCS will notify PDE of a student's enrollment in a charter school using the PDE Charter School Student Enrollment Notification Form. Other exceptions to the publication of student education records without the parents' prior written approval are allowed under FERPA. Outside of these exclusions, ChallengeU PCCS will require the parent's written permission before disclosing a student's educational records to a third party.

The review, revision, and privacy rights linked to educational records are all extensively covered under FERPA, however neither a records retention plan nor a discussion of their preservation or destruction are included. Along with a rigorous adherence to FERPA, ChallengeU PCCS will handle compliance with a records management program that addresses the creation, maintenance, storage, and final destruction of data in conformity with Pennsylvania laws and regulations.

Requests to View Files

A parent or guardian has the right to look through their child's records. The parent may additionally ask for the following:

- A description of the data in the student's academic records.
- A duplicate of all or part of the student's academic file (the cost of which will not exceed the costs of duplication).
- A list of the different kinds of student education records that the LEA has gathered, is keeping up, or is using.

Student Access Rights

The right granted to and consent needed of a student's parent or guardian by law will only be granted to and required of the student when the student is 18 years old or enrolled in a postsecondary educational institution. The educational age of majority in Pennsylvania is 21 years old, and ChallengeU PCCS is aware that this applies to any students who continue their enrollment in the institution after becoming 18 years old.

Parent Access Rights

Within 45 days of receiving a written request, a parent/guardian, qualifying student, or designated representative will have access to the student's educational records in order to inspect, evaluate, or copy them. Additionally, a parent or guardian has the right to ask for and obtain the following:

- A description of the data in the student's academic records.
- A duplicate of all or part of the student's academic file. The Consent to Release Information form must be filled out by the parent or guardian if copies are to be sent to anybody than themselves.
- A list of the different kinds of student education records that the LEA has gathered, is keeping up, or is using.

Accessing Records

The identities of those who have obtained access, the date of access, and the reason for access will all be listed in a record that ChallengeU PCCS will keep. Access to personally identifiable information is permitted for administrators, teachers, instructional aides, and the administrative assistants.

The right to view the access history of a child's records belongs to the parent or legal guardian.

Maintenance of Records

For qualifying young children, the Director of Special Education will be in charge of ensuring that the education records policy, confidentiality guidelines, and standards are implemented. The representative will:

- Annually inform eligible students and their parents/guardians of this policy, the procedures, and their rights. Unless it is unfeasible to do so, the notification will be sent in the recipient's native tongue.
- Create a system of security measures that will ensure the privacy of personally identifiable information at the points of collection, storage, release, and destruction.
- Take charge of ensuring that this policy is implemented by providing in-service training to all professors and contracted agency staff who collect or utilize personally identifiable information. The staff and subcontractors will receive the information at least once a year as part of the in-servicing process.

Third Party Access to Student Information

Without the prior written approval of the qualifying student or parent/legal guardian, FERPA restrictions permit the school to share specific student information to third parties, such as other schools. This happens in two circumstances: directory information and circumstances where FERPA allows the school to release student records without consent. Otherwise, the caretaker or eligible student must give their written agreement before any additional dissemination of student information to third parties.

Release of Educational Records without Consent: Directory Information

As permitted by FERPA, the school may divulge Directory Information—defined as the student's name, e-mail address, state of residence, phone number, and grade level—to third parties.

If the caretaker or eligible student wants to prevent the distribution of Directory Information to other parties, they can do so by checking the appropriate box in the Student Information Form's FERPA Directory Information section. The school may, as permitted by FERPA, distribute the Directory Information to third parties without further consent if families do not make a choice.

Release of Educational records without Consent: Legitimate Educational Interest

In certain circumstances outlined under FERPA, ChallengeU PCCS may divulge a student's educational records to unaffiliated parties. Examples include providing educational records to contracted parties providing special education-related services, providing educational records to school officials who have a "legitimate educational interest" in the student's records, and transferring educational records to the student's new school upon request from the new school.

Release of Student Records with Consent

The school is required to obtain written consent from the guardian or eligible student before disclosing any educational records or personally identifiable information to any third party, with the exception of the information that FERPA and/or the relevant state law or court order permit the school to release without consent, as noted above. The caretaker or qualified student must sign a written consent to distribute this information, which must also contain the following details:

- A detailed explanation of the information or record(s) that will be made public.
- The party or organization that will get the information and their address.
- The date of the request and the requester's signature.

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

All eligible students from across the state are welcome to enroll in ChallengeU PCCS. ChallengeU PCCS does not discriminate in its admissions procedures or rules. To ensure nondiscriminatory preference or practices, ChallengeU PCCS will aggressively seek to ensure a statewide racial and ethnic balance in the school. This process might be aided by collaborations and outreach initiatives involving numerous community and youth organizations. ChallengeU PCCS will draw in those students and families who are most dedicated to student success in a virtual school environment by intensive community outreach and open disclosure about the school's program.

In order for parents to make the best decisions for their children, ChallengeU PCCS will make sure to give them a very clear and accurate picture of the online learning experience as part of that process. Parent Events, School Events, and Virtual and In-Person Information Sessions will all be utilized to achieve this objective. Prior to registration, ChallengeU PCCS will encourage

families to attend an information session by outlining the advantages and significance of doing so. Students 15 years and older who are overage and under credited will also be actively recruited to attend the school, with special events held virtually and in-person to facilitate their enrollment and inform them about the school's mission and design.

ChallengeU PCCS will ensure that demographic and student information is gathered accurately, timely and fully in compliance with all laws and regulations. The Board and each member of the school staff are committed to upholding student data privacy laws and regulations.

Enrollment Notification

The Charter School Law's Section 1748-A will be adhered to by ChallengeU PCCS. ChallengeU PCCS parents or guardians must use the notification form created by PDE to inform their student's home school district of their enrollment within 15 days after the enrollment.

If the school district where the student attends concludes that the student is not a resident of the school district after receiving the notification:

- The school district will inform ChallengeU PCCS and PDE that the student is not a resident and give the reasons for the decision within seven days.
- ChallengeU PCCS will respond to the school district and PDE within seven days of receiving the notice of non-residency from the school district.
 - ChallengeU PCCS shall identify the proper district of residence and notify that district of the student's enrollment if it determines that the student is not a resident of the school district. It will do this by using the notification form created by PDE.
 - In the response, ChallengeU PCCS will make a note if it has to confirm the student's residency in the school district. After that, the school district may file an appeal with PDE for a verdict.

The Charter School Law's Section 1743-A(c)(d) will likewise be adhered to by ChallengeU PCCS. The following details will be made electronically and sent via email to each student's home school district upon request:

- A copy of the charter
- A copy of ChallengeU PCCS's application
- A copy of all yearly reports produced by ChallengeU PCCS
- A list of every pupil enrolled in ChallengeU PCCS from that district

Prior to the student's first day, ChallengeU PCCS will send the parent or guardian of a student the following information electronically by email upon request:

- A list of the classes the student will take, along with a brief explanation. Every year, for each grade level in which the student is enrolled, the list will be updated.
- An explanation of the online and offline lessons and activities.
- The procedure for recording attendance and authenticating work.
- A list of all standardized examinations that the student will be expected to take throughout the academic year, together with, if available, the venue where the test will be given.

- The meetings that will take place between a parent or guardian and a teacher throughout the school year, as well as meetings with other school officials or parents or guardians, and how the parent or guardian will be informed of the time and location of the meeting.
- The location of ChallengeU PCCS as well as the CEO/Principal and other staff members' names, contact information, and email addresses.
- A list of any extracurricular activities that the student has access to.
- The student's teachers' names, if known, and how each one can be reached by the student, the parent, or the legal guardian.
- A list of all the services the student will receive.
- Copies of the regulations governing student withdrawal or expulsion, truancy, absences, punishment, and privacy and computer security.
- Information regarding:
 - The professional staff at ChallengeU PCCS, including how many employees there are, their highest level of education, and how much experience they have.
 - The Keystone exam results as well as other test results for ChallengeU PCCS.
- Information on how to use the equipment and materials that ChallengeU PCCS provides to the students properly and how to return them. The receipt of this information will be acknowledged by a parent or guardian, either in writing or electronically.
- An explanation of the academic year, the length of the school year, the length of the school week, as well as any holidays and term breaks.

The intent of this enrollment process is to individualize the ChallengeU PCCS experience for each student. Prospective ChallengeU PCCS students will continue the process listed below:

- Through a secured portal on the ChallengeU PCCS website, prospective students or parents of students (depending on a student's age) are sent to a registration request form that includes name, email address, address, phone number, student names, and requested grade levels. They will also confirm that they meet the basic eligibility requirements for ChallengeU PCCS (e.g., state residency, legal school age, self-identified OA-UC, and other criteria as noted on the school's website and through a link on the enrollment page) and that they have read and understood the program's regulatory requirements.
- All information gathered comply with privacy laws and requirements such as FERPA.
- ChallengeU PCCS counselors gather additional documentation as necessary to confirm eligibility for the program
- The counselor then forms a graduation plan that is shared with the Graduation Coach.
- The Graduation Coach reaches the student and discusses the graduation plan.
- Once graduation plan is discussed and agreed upon, the student is registered and enrolled in the courses and introduced to their Graduation Coach
- The Graduation Coach schedules an in-person onboarding meeting. The purpose of the introductory meeting is as follows:
 - Graduation Coach introduces self to student and family

- Provide student with laptop and hotspot as needed
- Gather additional information about student context
- Orient the student to the online courses and in-person activities
- After the meeting the ChallengeU PCCS coach reviews, revises, finalizes the graduation plan with student and family

According to 24 P.S. §13-1301 – §13-1306: “Except when a child is homeless, whenever a child of school age is presented for enrollment by a parent(s), school district resident, or any other person having charge or care of the child, the school district or charter school shall provide that the following information be documented before enrolling the child and allowing the child to attend school.”

1. Evidence of the child's age (accepted proof of age often includes the following documents):
 - a) Official Birth Certificate copy
 - b) Passport
 - c) Prior School Record with Date of Birth

2. Vaccinations mandated by law
 - a) In accordance with the PA Public School Code & 22 PA. Code, Chapter 11: acceptable proof of vaccinations includes the child's immunization record, a written confirmation from the former school district or a doctor's office that the necessary immunizations have been given or are being given, or verbal confirmation from the former school district or a doctor's office that the necessary immunizations have been finished, with records to follow.

3. Evidence of residency, unless the student has secured a waiver as permitted by law (students may be required to submit one or more of the following forms as proof; the following are typical accepted documentation for residency):
 - a) Current Utility Bill (Electric, Gas, Cable, Water or Sewage)
 - b) Current Property Deed
 - c) Current Mortgage Statement
 - d) Current Lease Agreement
 - e) Property Tax Statement
 - f) Vehicle Registration
 - g) Current Credit Card bill
 - h) Driver's License or Department of Transportation ID Card
 - i) Per PA Public School Code & 22 PA. Code, Chapter 11: A district may request the submission of more than one form of residency verification. While determining residency, school districts and charter schools should be flexible and take into account what information is reasonable given the circumstances of the family.

4. Parent Registration Statement (Disciplinary History: Suspension and Expulsion information, Safe Schools Affidavit)

5. Home Language Survey

As a prerequisite for enrollment, ChallengeU PCCS will need these data as well as the following actions:

1. Complying with prompt district notification by signing the charter notification form
2. Outlining the connection to the student
3. Accepting the conditions of the Legal Guardian/Parent Caretaker Acknowledgement

The student will be regarded as eligible for enrollment once this data has been gathered and the necessary actions have been taken.

The following essential procedures must be followed by the family to complete the enrollment process once the student is qualified; however, non-compliance with these requirements (other than those specified by Pennsylvania state) will not prevent enrollment:

Stage 1: The family fills out important online forms:

- a) Information about the Family
 1. Basic Information: Home/Mailing Address, Phone Numbers, Email, Household PIN, and County/District of Residence
 2. Household Income Information
 3. General Household Information
 4. Materials and Technology Support
 5. Technology & Internet Subsidy Information
 6. Emergency Contact Information
 7. Additional Information: Migratory and Referral Information and “How did you find out about us?”
- b) Information about the Student
 1. General Student Information: Name, Date of Birth, Location of Birth, Student’s Mobile Phone Number, Federal Ethnicity and Race Information Child Custody Information: Identification of Student’s Parents/Guardians and Custody Determination
 2. Grade Placement Information
 3. General Academic Information: Academic History information, Placement Testing information, Academic Background information, Special Education information, Standardized State Assessment information, Previous Schooling Information
 4. Home Language Survey
 5. Primary Learning Coach Info
 6. Student Health Information: Student’s Physician and Dentist information and Student’s Health Insurance information
 7. Permissions: FERPA Directory information and School Directory information

Stage 2: The family provides additional documentation:

Although not necessary for enrollment, it is useful to get academic records such as unofficial transcripts, report cards, IEPs, and 504 plans to make sure the student is getting the best tailored education possible. Throughout the enrolling process, assistance will be given to the family in gathering and submitting academic documentation. The customized course placement is correct

and suitable for the student at the time of enrolling thanks to the receipt of this proof during the enrollment process. Any information obtained in this process, regardless of its content, won't be a barrier to entry.

Parents may provide documents to the school on-site, upload, by fax, or via email. The family must also provide a health and physical examination.

The enrolling staff at ChallengeU PCCS works with families to get accurate information; after that, they will check the documents to make sure they adhere to all applicable local, state, and federal regulations. Graduation Coaches from ChallengeU PCCS will place the student in his or her courses in compliance with Pennsylvania state legislation, working with school administration to ensure that the student is prepared to begin school.

The student will be placed based on the information on the Student Information Form ("Information about the Student") if prior academic verification is not available at the time of registration. The student's courses will be examined after enrollment, upon receiving their official transcript, and any required changes to the placement will be made then.

Stage 3: In this phase, parents will confirm their child's final placement, the delivery address for supplies, and their choice to enroll their child in ChallengeU PCCS. Parents can enroll their children in ChallengeU PCCS online or by calling the enrollment team.

Stage 4: Students are enrolled in their chosen courses after parents have given their consent and the enrollment process has been completed. The pupils are now prepared to start their classes when school resumes.

Withdrawal Process

In compliance with state law, students may leave ChallengeU PCCS at any time. Before withdrawing, the school will advise the Graduation Coach and/or student to discuss their reasons for withdrawal with school staff since it might be possible to address problems, so the student won't need to withdraw. ChallengeU PCCS will ask the Graduation Coach to submit documentation of the student's enrollment in another public or private school, which complies with state criteria, or evidence of the student's registration in a homeschool that meets those requirements. The CEO/Principal will keep track of this information and examine it so that school administration can regularly assess how well the school can support its parents and pupils. When a student's attendance cannot be verified, ChallengeU PCCS will prosecute truancy infractions. ChallengeU PCCS will abide by the requirement for attendance.

Edgenuity Genius SIS will be updated whenever a student loses eligibility or leaves the charter school, and ChallengeU PCCS will make sure all necessary paperwork is submitted and/or sent to the new school. Within 15 days of a student's withdrawal, ChallengeU PCCS and the parent or guardian must notify the school district of residence in writing in accordance with Section 1748-A of the Charter School Law.

G. Describe plans to evaluate student performance.

Edgenuity’s embedded course-level assessments will enable educators at ChallengeU PCCS to monitor and promote student growth by offering multiple research-based measures of student progress. Access to real-time student progress reports empowers educators and Coaches to be proactive and equip students with the tools for success. Utilizing customized, standards-aligned formative assessments and pre-built interim tests throughout the courses, educators, school administrators, and Graduation Coaches will be able to monitor student progress toward targeted standards. Described below are the specific assessments ChallengeU will utilize to evaluate student performance and progress across all levels:

- **Quizzes:** At the end of each lesson, students take a quiz to assess the specific learning objectives of that lesson. These formative in-course assessments tap into all levels of student learning to measure understanding of newly presented material.
- **Unit Tests:** These summative end-of-unit exams allow students to demonstrate their mastery of historical concepts before moving forward. Prior to the exam, students complete a full review of the key concepts contained in the unit and can return to lessons for practice where necessary. The multiple-choice format of the exam allows students to reinforce and relate to foundational concepts and to receive immediate feedback about which lesson content they may need to revisit for greater comprehension.
- **Cumulative Exams:** Students take a cumulative exam midway through the course, and another at the end of the course. The exam consists of multiple-choice questions that build on main ideas and key concepts that are presented throughout every unit. These provide students with an opportunity to exhibit mastery and long-term comprehension of themes. Offline assessments will include written compositions, science lab reports, short-answer questions and essays, book responses, and a variety of work samples. Online assessments will provide students and families with immediate objective feedback, while offline assessments provide valuable reflection, feedback, and expertise from certified teachers.
- **Transcript Analysis and Placement:** During enrollment into ChallengeU PCCS, each new student will take part in a placement process led by their assigned Graduation Coach that includes a review of previous school records, transcripts, and assessment results, a discussion with parents, and use of diagnostic and placement exams as needed. The school counselor will work in conjunction with the student, parents, and Graduation Coach to determine student grade level and course placement.
- **Standardized Assessments:** Standardized test results will be integrated in the Genius SIS, run by Imagine Learning. These data will be used to monitor student progress toward graduation, in addition to year-to-year and within-the-year course placement and instructional needs. ChallengeU PCCS students will be required to meet the same testing and academic performance standards established by law and regulations applicable to all public school students. ChallengeU PCCS will adhere to the same accountability measures and administer the same state assessments as all public charter schools in Pennsylvania. ChallengeU PCCS will administer Keystone Exams at in-person, proctored locations.

- Formative and Diagnostic Assessments:** ChallengeU PCCS will utilize NWEA MAP Growth as part of a comprehensive and balanced assessment plan. ChallengeU PCCS teachers can confidently tailor instruction to challenge every student, whether they are below, at, or above grade level. MAP Growth student reports also present realistic learning goals by subject areas so that, through a teacher’s guidance, students can individually see their progress and be inspired to take charge of their own learning. MAP Suite assessments precisely measure student achievement and growth and inform educators and school staff through intuitive reports. MAP Report insights help educators understand where students need the most help, identify where extra resources are needed, and understand the impact of key decisions. Student-level reports provide a complete picture of a student’s learning in one place, making it faster and easier to understand individual strengths and opportunity areas. Class-level reports let educators and school leaders view assessment data for the whole class at the same time, enabling them to understand the academic diversity of a group of students, identify common strength and opportunity areas, and begin to formulate ideas around instructional strategies that may help the whole class grow academically. Finally, school and district reports allow administrators to view aggregate assessment data across ChallengeU PCCS and provide the school with the insights needed to make program- and district-wide decisions with confidence. Administrators can identify strengths and opportunities, tackle learning barriers, understand where extra resources are needed, and gain a greater understanding of how to help students succeed.

Students will have weekly check-ins with Graduation Coaches to assess and update students and families on students’ progress toward their learning and graduation goals. Teachers will also hold daily “office hours” to help struggling students, gauge students’ mastery of concepts, and determine appropriate instructional recommendations. All student- and parent-outreach conducted by teachers, coaches, counselors, or school staff will be documented using ChallengeU PCCS’s correspondence tracker to ensure accountability.

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

The chart below outlines ChallengeU PCCS’s schoolwide plan to measure students’ academic progress, including the frequency of assessments. This includes assessments through Edgenuity’s online platform, ChallengeU PCCS-provided diagnostic and formative assessments, and current state-mandated assessments.

Figure 6. Assessment Plan

Grade Level	Measure Used to Indicate Progress	Frequency
9-12	NWEA MAP	Fall, Winter, Spring
9-12	Keystone Exams	Spring
9-12	Course-specific quizzes, tests, and exams	Ongoing throughout school year, according to course syllabi

Information from these assessments will be provided to teachers and coaches throughout the school year to identify students who may be off-track to graduate and/or struggling academically. Specifically, teachers and coaches will use NWEA Map Growth data to support differentiation and plan instruction. In addition, students' RIT scores from MAP data will help teachers:

- Identify common opportunity areas across an entire class
- Provide a starting point for high-quality formative assessment
- Inform instructional planning
- Help guide decisions about appropriate scaffolding strategies
- Track longitudinal growth over a student's entire academic career
- Set growth goals with students
- Connect to instructional resources aligned to student RIT scores.¹⁷

When used thoughtfully and in combination with other data (such as Keystone Exam scores and course-specific grades), MAP Reports will be a useful source of feedback to students about their progress. Using the Data Dashboard on the NWEA site, teachers, coaches, and students can work together to unpack selected standards related to schoolwide goals and share learning targets. In addition, students will be invited to reflect on their performance, including areas of strength and possible areas of concern. Baselines are established within the first three months of the school year. Once a baseline has been established, performance is measured quarterly and from the beginning to the end of each term.

ChallengeU PCCS administrators will conduct an analysis of the relationship between fall and winter assessment scores on the NWEA MAP assessments. Scores that fall within the two lower quartile ranges of normative scores within fall and winter will be highlighted for teachers as indicating that a student may be at-risk of not progressing toward their graduation goals.

When Keystone assessment data become available, students who have a score on that assessment from the prior year that does not meet established state standards for their tested subject will be identified as potentially at risk for not meeting their graduation goals. As a result, students will be provided academic resources for an exam retake or work with their Graduation Coach to identify a potential alternative pathway toward graduation.

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

ChallengeU PCCS will implement a framework for student evaluation to improve student learning to reach our stated learning objectives detailed in the Measurable Goals and Objectives section of this application. Effective systems for evaluation and assessment are critical for helping students to learn better, teachers to teach better, and schools to work more effectively. The school will utilize information provided by the state assessment system and report card system, where possible to track school results and individual student progress. The Future Ready PA report card will be consulted to assess the school's formal academic achievement levels as reflected in proficiency levels of the school as a whole and in substantial subgroups (students with IEPs, etc.). The state's PVAAS system will help the school's staff and board to examine

how the school's students have grown academically relative to other students in the state with similar characteristics.

In order to keep the school's staff focused on continually improving student academic achievement, the school will:

- **Take a comprehensive approach:** ChallengeU PCCS's methods of student assessment, teacher appraisal, school evaluation, school leader appraisal, and education system evaluation will form a coherent whole. This will generate synergies, avoid duplication, and prevent inconsistency of objectives.
- **Align evaluation and assessment with educational goals:** Evaluation and assessment (such as the Keystone exams) will align with ChallengeU PCCS's stated mission of helping students graduate from high school with a diploma and guiding them toward postsecondary opportunities.
- **Improving classroom practices:** To optimize student learning, ChallengeU PCCS will promote the regular use of assessment results to improve the impact of the teachers on development of student knowledge and skills.
- **Build consensus:** All stakeholders (students, parents, coaches, teachers, support staff, administrators, board members, and community members) will understand the value of assessment and evaluation in order for ChallengeU PCCS to meet its stated objectives.
- **Place students at the center:** Students will be fully engaged in their learning and empowered to assess and track their own progress by way of the student information system and their achievement toward their stated goals in their graduation plan development in partnership with their Graduation Coach.

ChallengeU PCCS's assessment efforts begin with a thorough placement process and progress review, including a transcript analysis and online placements tests when needed, which help to customize the student's academic program and formulate the students' Individualized Graduation Roadmap. ChallengeU PCCS will also utilize ongoing online and offline assessments to measure student progress on the curriculum, and a technology-based assessment tool to measure student gains over the school year. In addition, ChallengeU PCCS will utilize formative assessments to uncover opportunities for instructional intervention in order to give both teachers and Graduation Coaches information about where additional practice and support may be needed.

5. School Community

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

ChallengeU PCCS understands that students need to be connected to the supportive fabric and resources of their local communities in order to be successful. This is particularly true for the type of students our school will serve: students who have struggled to stay in school and need more outside supports than students who have managed to stay on track.

In order to build connections of our students with the many valuable resources in their communities, ChallengeU PCCS will provide students and their families with opportunities for field trips and other school related activities that take them into and connect them with those

resources. These outings will be led by Graduation Coaches, teachers, parents, and other ChallengeU PCCS staff. The school will connect students with their local communities' offerings like museums, local workplaces, local colleges and natural areas. The trips will take place across the state to better accommodate ChallengeU PCCS students in all areas. Some possible destinations include:

- Philadelphia Museum of Art – Philadelphia, PA
- Landis Valley Village & Farm Museum – Lancaster, PA
- Carnegie Museum of Natural History – Pittsburg, PA
- Everhart Museum – Scranton, PA
- State Museum of Pennsylvania – Harrisburg, PA
- Ohiopyle State Park – Ohiopyle, PA
- Delaware Water Gap National Recreation Area – Bushkill, PA
- Presque Isle State Park – Erie, PA

ChallengeU PCCS intends to build relationships with local community colleges and organizations around the state to help students to identify and make meaningful connections to post-secondary opportunities. The community college system of Pennsylvania will also provide opportunities for dual enrollment to ChallengeU PCCS students. These organizations include but are not limited to:

- Delaware County Community College
- Lehigh Carbon Community College
- Luzerne County Community College
- Community College of Philadelphia
- Butler Community College

ChallengeU PCCS intends to be a part of all the communities it serves by hiring Graduation Coaches who will reside in the areas where students live. If Graduation Coaches understand the dynamics of a community in which students live, they can effectively serve student's needs. This connection of Coaches to local communities both adds more opportunities for face-to-face student interaction, which these students are likely to need, and more direct knowledge and access to local community resources for those students. The Coaches thus act as community liaisons for the school and for each of the students who lives in their area.

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

During the application development process, ChallengeU PCCS representatives have visited multiple areas of Pennsylvania, including the cities of Philadelphia, York, Lancaster, Harrisburg, Pittsburg, and Erie and surrounding regions. On these visits, representatives met with members of the community, including parents and students interested in ChallengeU PCCS's model. These community connection trips were useful for gathering parents' perspectives on their child's needs and how the school could best support their child and their goals.

ChallengeU PCCS intends to let parents be a part of their student's graduation journey- where possible, since some of these students will be adults prior to enrolling in ChallengeU PCCS.

Parents will have access to Edgenuity dashboards and be able to interact with ChallengeU PCCS teachers and coaches via email and an internal messaging service. Parents will also be invited to join the Board and to speak publicly at Board meetings. Several parent focused meetings will be held yearly to allow for parents to contribute to school planning and better define the school's mission as ChallengeU PCCS grows.

Note that some students will be over the age of 18 when they enroll at ChallengeU PCCS. In these cases, parental involvement would be dependent on the student's preference since they are above the age of 18.

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

ChallengeU PCCS takes parent and student satisfaction with programming and services seriously. ChallengeU PCCS will to the best of our ability:

- Pack and deliver all materials needed by ChallengeU PCCS students and parents
- Create a safe and secure online environment for parent/school communications
- Provide accessible support.

If a parent has a concern, they should follow the leveled grievance policy described below and as it will be approved by the ChallengeU PCCS Board (to be included in the Student-Parent Handbook).

- A parent will first submit a written grievance with the student's teacher or Graduation Coach (or other appropriate staff member, if necessary). The reason for the grievance should be described in detail, include all parties involved, and clearly outline the problem in question.
- The recipient of the grievance (usually the teacher or Graduation Coach) must review the grievance document prepared by the parent with his/her supervisor and respond to the parent in a reasonable amount of time.
- If the grievance is not resolved, the parents would request a meeting with the original recipient's supervisor. The supervisor should investigate the matter and then organize a meeting with the parents, the student (if necessary), any other staff member (if necessary) within a reasonable amount of time.
- If either party does not resolve the grievance at this point, the parent will then request a meeting with a member of school administration. The school administrator should investigate the matter and organize a meeting within a reasonable amount of time.
- If a resolution is not met after the third meeting, the parents could request a meeting with the Board. The Board should then investigate the matter and organize a meeting within a reasonable amount of time. Contact information for the Board will be listed on the school website.

6. Extracurricular activities (athletics, publications and organizations)

- A. Describe the program of extracurricular activities planned for the charter school. **Note:** Charter schools shall be permitted, if otherwise qualified, to be members of the Pennsylvania Interscholastic Athletic Association.

At ChallengeU PCCS, students will be offered several opportunities for extracurricular activities including clubs, special events and field trips. All of these activities will be organized to engage and motivate students.

Most ChallengeU PCCS clubs will be dependent upon student input and interest. Some will be created with the intention of presenting students with new opportunities for growth and all will be focused on building a supportive community at the school. Since students will not physically be in a building together daily, the culture of the school will benefit from opportunities for students to meet and collaborate outside of an academic setting. Clubs will meet primarily virtually, with the opportunity for in-person meetups.

Some clubs may include, but are not limited to:

- **Arts Club** is a way for students to express themselves in various art activities. Leaders will guide students through the creative process and adapt the club to student interest. Possible topics include film, Anime, and painting.
- **Career Club** members will identify careers of interest and be exposed to various job opportunities in their community. Participants will draft resumes and actively engage in the application, interview, and hiring process.
- **College and More Club** is designed to present students with post-graduate learning opportunities. Students will research and hear presentations from community colleges, 4-year universities, and trade schools. Discussion of financing college and work-school-life balance will be prominent.
- **Video Game Club** members will share their interest in the gaming community. Members can discuss strategy and technology as well as real time play for the group. If students show interest, an e-sports team will be created.
- **Music Club** is a general music appreciation club which may divide into separate clubs depending on students' musical tastes or instrument choices. This club will be for those that play an instrument as well as those that just enjoy listening to music. Possible spinoff clubs could include hip-hop, punk rock or learning guitar.
- **Entrepreneur Club** is intended for students that have an interest in starting their own business. This club will introduce students to general concepts of leadership and business development.

Other clubs will be developed based on student interest. Graduation Coaches will assist students in developing their club concept and gaining approval from ChallengeU PCCS administration. Once a club is formed, students will create a meeting schedule and provide topics of discussion for approval by a member of the ChallengeU PCCS administration. A Graduation Coach or other member of the ChallengeU PCCS staff will be present at each club meeting in the role of facilitator.

Special events are also an important piece to the ChallengeU PCCS extracurricular model. Some of the special events will tie in with club activities. For example, a virtual art show or film festival may be scheduled by the Art Club or a musical performance might be an external activity of the Music Club. Most special events will be in a virtual format, but in-person sessions are possible.

Some special events may include, but are not limited to:

- **Virtual Haunted House** will be an opportunity for students to use their creative skills to develop a spooky time for students online. This multi-media event will bring together the talents of students in an annual tradition.
- **Better Business Contest** will allow students to participate in a “Shark Tank” style activity where professional judges and members of the ChallengeU PCCS community will select student created companies for prizes.
- **Community Career Chats** is a chance to hear from real members of the extended ChallengeU PCCS community about their challenges in school and how they reached their level of success.

Field trips will be a unique part of the ChallengeU PCCS experience to build both a vibrant school culture and provide information to students related to their post-ChallengeU PCCS graduation. Field trips are an opportunity for cohorts to bond. Field trips are meant to be in person, but in some cases could be adapted to a virtual format.

Some field trips may include, but are not limited to:

- **Outward Bound Insight Course** is a chance for students to get into nature, discover their strengths and overcome adversity all while interacting with other ChallengeU PCCS students. This leadership, trust, and strategy focused course is structured in a way to challenge students while finding success.
- **College Bound Trips** are designed to get students onto college campuses and talking with students who may have an unusual path to college much like ChallengeU PCCS students. These trips will take place all over the State of Pennsylvania to allow for students from all over to get a sample of college life.

We do not currently intend to be part of the Interscholastic Athletic Association, as our students will come from many parts of the state, and they will have opportunities to participate in athletic teams in their local districts. However, if there is enough interest and enough student geographic concentration to merit developing an interscholastic team, the school will consider pursuing that

opportunity. Otherwise, intramural sports may be provided as an alternative for small groups of students who live in close proximity to each other. These intramural sports will follow the same guidelines as the clubs discussed above.

- 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.

If a student would like to participate in the extracurricular activities offered by his/her district of residence, the district must provide the student an opportunity to participate. This means that if the district holds tryouts for the team, it must allow cyber charter school students the same opportunity to try out for the team. If approved, the Board will create relationships in the form of Memoranda of Understanding with local school districts to ensure adherence to Section 1719-A (14), which states:

“Notwithstanding any provision to the contrary, no school district of residence shall prohibit a student of a charter school from participating in any extracurricular activity of that school district of residence: Provided, that the student is able to fulfill all of the requirements of participation in such activity and the charter school does not provide the same extracurricular activity.”

The Board has budgeted to offer some financial assistance to students who want to take part in extracurricular activities beyond what ChallengeU PCCS currently offers to enrolled students, including but not limited to extracurricular activities like sports, theater, music, or clubs that are not currently available to students. Each year, the Board will establish a budget for these monies. To be eligible, students must be in good standing with regard to participation and submit an application to have their activity authorized in advance. Each application will be examined by a member of the ChallengeU PCCS administrative staff and/or approved signer, who will then decide how much money to give to the student's activity in accordance with any Board-adopted policies or guidelines. Every year, the CEO/Principal will give the Board a report on how the funds were used. In order to promote the growth of the student community, ChallengeU PCCS will cover the acceptable incremental costs incurred by these districts if students do engage.

7. Technology Support

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

ChallengeU PCCS will use Imagine Learning’s Educational Management System as the foundation of our cyber school. ChallengeU PCCS will utilize a customizable Imagine Learning Virtual Portal (ILVP) to provide essential tools for supporting students, teachers, and school personnel offering online courses and online learning solutions. The ILVP includes features to assist with student course registration, teacher section management, teacher-to-student and student-to-teacher communication tools, communication tracking, and individual overall performance monitoring of students, classes, teachers, and the school overall. Parents and

guardians can also create an account to access the family portal to stay up to date on student activity and grades.

ChallengeU PCCS will use Edgenuity Courseware by Imagine Learning as the source of our curriculum, center of academic learning, and hub of student monitoring. Edgenuity consists of a learning management system, comprehensive digital curriculum, and multiple ways to measure, manage, and facilitate student progress. The entirety of the Edgenuity Courseware is online. Students will interact virtually with Pennsylvania certified teachers and participate in courses that meet the rigorous Pennsylvania academic standards.

Personalized access to the Edgenuity platform for ChallengeU PCCS students will be set up for easy navigation that allows even those with special needs to navigate through classes, assignments, and dashboards easily. Imagine Edgenuity also allows for teachers, parents, students and Graduation Coaches to monitor the amount of time spent in the online school atmosphere. The Attendance Log feature “quickly identifies students that are not meeting attendance or seat-time requirements. This is critical in keeping ChallengeU PCCS students motivated and on track to graduate.

Other features meant to maximize the technological academic experience of the Imagine Edgenuity learning platform include:

- Access to all lessons and assignments
- Monitoring of progress using Edgenuity dashboards
- Communication with teachers, fellow students, and families in a secure and safe virtual environment
- Online meetings with teachers of specific courses
- Attendance Log for all parties related to ChallengeU PCCS pertaining to on track goal planning.

Imagine Learning has calculated the average amount of time a student will spend on a particular class and uses that as an estimate of time that a student will be devoted to learning in that course. Since this will vary for individual students, Imagine Learning makes clear that some students may complete a course faster and some slower depending on their situation, but all will reach the required 180 hours per 1 credit class. 90% of a student’s activities in an Edgenuity course will be online. The 180 hour figure for each course corresponds to students participating in 5.5 courses per school year in order to meet the 990 hour minimum requirement.

Beyond Edgenuity, ChallengeU will be using Google Suite for Education to provide online feedback from Graduation Coaches to students. Google Sheets will be used as a log for all student/coach activities including weekly check-ins and resolutions to any issues that may arise in graduation planning. In addition, ChallengeU will use Google Meet when in-person meetings with students are not possible. This approach allows for Graduation Coaches to still provide the support needed to students when distance, weather, or other circumstance impede traditional meetings.

ChallengeU PCCS teachers will provide “office hours” in which they are regularly available each school day to teach individuals and groups of students about particular concepts in which they need instruction. Teachers will use online teaching and communication platforms through Google to instruct students during office hours and in scheduled tutorials throughout the school day. Teachers will also be available to address students’ questions and issues asynchronously through secure messaging systems, email and the Imagine Learning online system (ILVP).

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

Technology is an integral part of our school design and will be utilized daily to improve student achievement at ChallengeU PCCS. Specifically, ChallengeU PCCS will utilize the ILVP to monitor, track, and view student progress in real time. For student course registration, students will have access to an online course catalog and be able to go through the course request process with ease as they enroll for classes. Nightly imports of students and enrollments will ensure that our student data management system is up to date. For teacher “section” management, ChallengeU PCCS will set caps on the number of enrollments per section or teacher overall, in order to keep teacher workloads at a manageable level.

Communication will be streamlined through the ILVP in the form of event-driven automated messages, performance-based communications tools that track pacing, progress, attendance, and mastery of learned concepts, SMS messaging for teachers to communicate more easily with students and families, and a student communication log to track all student communications.

Administrators, coaches, and teachers will be able to review data and track student progress at any time. Performance insights will be issued automatically by the ILVP at student-, teacher-and schoolwide-levels. Administrators will be able to create ad-hoc reports using the user-friendly report building tool in order to inform interventions and solutions to potential gaps in student learning or understanding.

Edgenuity explains their platform as a way to “reach every learner with a flexible digital solution” using the techniques and strategies listed below.

- Courses feature rigorous, explicit instruction led by expert on-screen teachers.
- Motivating, media-rich content provides students opportunities to explore and build understanding via engaging interactive instructional tools.
- A wide range of tasks, including independent reading, practice, guided online exploration, projects, and performance tasks help reinforce understanding.
- Formative, summative, and authentic assessments measure student mastery of the learning objectives.

ChallengeU PCCS teachers and Graduation Coaches will have access to student data in real time to allow for creation of clear and measurable goals. The Edgenuity “Lesson Mastery Report” gives educators a customizable view of both classes and individual students. The “Attendance Log” shows how students are using their time and how much they are working in the program as a whole. The “Gradebook” allows teachers to manage student performance and determine areas of concern over an entire course.

These tools are essential for the continuous monitoring ChallengeU PCCS students will have throughout their graduation journey. One of the core principles of the ChallengeU PCCS model is for Graduation Coaches to provide informed feedback to students for the purpose of motivation and success planning. These virtual tools are the fundamental building blocks of how ChallengeU PCCS will use technology and SEL based coach’s meetings to keep students on track to graduate.

As previously described, the ChallengeU PCCS MTSS program uses specific Edgenuity leveling technology to move students in and out of tiers. Both academic and attendance measures will be taken into consideration when moving students between tiers. Edgenuity dashboards rely on a red, yellow, and green system of student tracking. As seen in the figure below, the red progress monitoring marker will trigger a student to move from Tier 1 to Tier 2. A continued red marker and 5 unexcused absences will move students into Tier 3.

These progress monitor markings will be carefully evaluated by ChallengeU PCCS Graduation Coaches who will also be tracking the MTSS system on a Google Sheet. This Google Sheet will give the ability for ChallengeU PCCS Graduation Coaches to quickly revise a student’s tier in an organized fashion that is uniform for all students. The MTSS tracking system is critical to the overall success of each student.

The MTSS system is in place to identify and provide targeted supports to ChallengeU PCCS students who are struggling in academic and SEL aspects of the program. Every effort will be made to make sure students stay on track toward their graduation goal. Technology is key in accurately tracking student progress and providing timely supports and interventions to students. See *Figure 2* above for a detailed graphic on ChallengeU PCCS’s MTSS Model.

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

Imagine Learning will provide technical support for their learning and monitoring platforms, seven days per week. Students, parents, and ChallengeU staff can access live phone support Monday through Friday between the hours of 7:30am and 9:30pm (EST) and Saturday/Sunday from 9:00am to 5:00pm (EST). Technical support is also available during these hours via email. Imagine Learning provides a Help Page that is available 24/7 with an internet connection to answer frequently asked questions. The Help Center delivers troubleshooting tips as well as articles and videos for simple issues a ChallengeU affiliated user may be having. Contact information for Imagine Learning/Edgenuity is provided below.

Imagine Edgenuity -Technology Support

Phone: 877.202.0338
Email: <u>Support@imaginelearning.com</u>
Monday–Friday: 7:30am to 9:30pm (EST)
Saturday–Sunday: 9:00am to 5:00pm (EST)
Help Center: <u>https://help.edgenuitycourseware.com/hc/en-us</u>

Specific Hotspot issues will be handled with directly by the service provider (e.g., Verizon). Google will provide support as needed for their Education and Business platforms. Support for computer hardware issues will be provided on the first level by ChallengeU Graduation Coaches, who can guide students through the troubleshooting process.

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

Imagine Learning Edgenuity has been awarded the highest level of Interoperability Certification by InnovateEDU's Project Unicorn. As described by Imagine Learning:

"InnovateEDU's Project Unicorn enables school systems to know they are investing in products that prioritize data modernization and ensuring that their systems "talk to each other" in a secure and seamless manner. Imagine Edgenuity focusses on interoperability to better inform instruction and drive student-centered learning experiences, all while ensuring data security."

ChallengeU PCCS will use the most up-to-date cyber security measures to protect student data. ChallengeU PCCS will follow suggestions from the US Cybersecurity and Infrastructure Security Agency to ensure student data are not breached. The following includes some, but not all of the measures that will be taken:

- Maintain offline, encrypted backups of data and regularly test your backups
- Create, maintain, and exercise a basic cyber incident response plan, resiliency plan, and associated communications plan
- Mitigate internet-facing vulnerabilities and misconfigurations
- Employ best practices for use of Remote Desktop Protocol (RDP) and other remote desktop services
- Implement a cybersecurity user awareness and training program
- Encrypt sensitive information⁷

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

When students enroll at ChallengeU PCCS, they are required to sign the ChallengeU PCCS Honor Code of Conduct, which commits them to the ensuring the authenticity of their own work. This Honor Code explicitly addresses plagiarism, cheating and other instances of academic dishonesty and the consequences for such actions.

The Edgenuity platform offers several features that promote academic integrity in the virtual classroom. The Secure Blocker Experience prevents students from opening new tabs, browsers, and programs while they are interacting with Edgenuity Courseware. This feature could be used during exams to ensure students are not searching for answers during the exam.

⁷ https://www.schoolsafety.gov/sites/default/files/2021-08/CISA_Fact_Sheet-Protecting_Sensitive_and_Personal_Information_from_Ransomware-Caused_Data_Breaches-508C.pdf

“Plagiarism Checker,” also provided by Edgenuity, scans student’s work and alerts teachers if a match is found online. Also available is the “Speed Radar” feature which flags student work that is complete in a time faster than expected. Teachers can then review the content of the student work for any abnormalities.

ChallengeU PCCS students will participate in Keystone testing for Algebra 1, Literature, and Biology if they have not already taken the exams or intend to retake a particular exam. ChallengeU PCCS will set up in-person, proctored locations for Keystone testing. ChallengeU PCCS acknowledges that Section 1744-A (2) encourages cyber schools and school districts to work cooperatively to accommodate students’ needs in mandated testing. If needed, and where applicable, ChallengeU PCCS will work with an intermediate unit or a school district to request reasonable access to facilities for the administration of standardized tests.

Major exams and end-of-course assessments will be proctored by ChallengeU PCCS teachers and managed through the use of secure online platforms for testing.

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

The Lenovo 300e V2 is the intended computer for ChallengeU PCCS students. Considering the current supply chain limitations, if the listed Lenovo product is not available or has been upgraded before the opening of the school, the minimum technological specifications are listed below if a comparable device will reasonably meet these performance specifications.

- Processor: 2.4GHz A4 AMD Dual-Core Processor
- Operating System: Chrome OS
- Graphics: Radeon R4 Graphics
- Camera: 720p with optional 5MP world-facing camera
- Memory: 4GB
- Storage: 32GB eMMC
- Battery: Up to 10 hours, 47 WHr battery
- Audio: Stereo
- Input/Output Ports: 2 x USB Type C, 2 x UB 3.0, 1 x MicroSD card reader, 1 x 3.5 mm audio and microphone combo jack
- WIFI: WLAN 80211 AC (2 x 2), Bluetooth 4.2
- Software: G Suite for Education

ChallengeU PCCS will also provide a T-Mobile HotSpot device (or other company hotspot if T-Mobile is not available in the local area) to provide internet access to all students. The T-Mobile HotSpot provided to ChallengeU PCCS students will be similar to the Franklin T10 Hotspot currently available. Listed features of the Franklin T10 include:

- 4G LTE
- Wi-Fi 5 Capacity
- Optimal Range

ChallengeU PCCS will pay the expense of the HotSpot service provided by T-Mobile for all enrolled students.

II. NEEDS ASSESSMENT

1. Statement of Need

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

Earning a high school diploma is a rite of passage for most Americans, providing a certificate that adds income and career benefits far beyond what are available for the approximately 10% who do not obtain their degree. Adults with high school diplomas have much lower unemployment rates (about 50% lower) than those without diplomas and are able to earn about 40% more money weekly and over their lifetimes- even if they do not obtain college degrees⁸. Yet, over one million students continue to leave school before earning their diploma every year, joining the approximately 40 million American adults who never finished high school.⁹ These students face a dire future if they do not find a way to get back on the path and finish their degree. ChallengeU PCCS will offer a new, innovative pathway to a diploma for hundreds of students in Pennsylvania.

The need for a school specifically targeted toward at-risk adolescents and those who have dropped out of high school is evidenced by decades' worth of literature detailing negative outcomes for those without a high school diploma. Besides lower lifetime earning earnings (with the median salary for people ages 25 to 34 without a high school diploma being \$26,000), dropouts also account for a disproportionately higher percentage of the incarcerated population. In addition, high school dropouts cost the economy \$272,000 over their lifetimes, on average, due to factors including incarceration, higher reliance on Medicaid and Medicare, and higher reliance on welfare programs.¹⁰ Given these metrics, the over 64,000 reported dropouts in the Commonwealth from 2016 to 2021 will cost Pennsylvania taxpayers at least \$17.4 billion over their respective lifetimes.¹¹ Providing adolescents with opportunities to increase their lifetime earning potential will not only benefit individual students, but communities across Pennsylvania hard-hit with disproportionate numbers of dropouts.

While high school dropout rates have steadily declined for decades in America in general, high school non-completion remains a problem in culturally and linguistically diverse areas that are historically under-resourced.¹² In SY 2018-19, for example (the last "normal" school year prior to CoVid-19) the Hispanic status dropout rate was 7.7%, nearly double that of white students (4.1%).¹³ The dropout rate of Black students that year was 5.6%, 40% above white students. While dropout rates for all ethnic groups have come down over the past 20 years, they appear to be leveling off in recent years, and the impact of the pandemic has been widely predicted to

⁸ <https://www.theclassroom.com/eight-school-diploma-important-future-7958985.html>

⁹ <https://www.dosomething.org/us/facts/11-facts-about-high-school-dropout-rates#:~:text=Every%20year%2C%20over%201.2%20million,seconds%20%E2%80%93%20or%207%2C000%20a%20day.>

¹⁰ <https://nces.ed.gov/programs/dropout/intro.asp#ref>

¹¹ <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

¹² <https://journals.sagepub.com/doi/full/10.1177/2158244013503834>

¹³ <https://www.statista.com/statistics/1120207/rate-high-school-dropouts-us/#:~:text=In%202019%2C%20the%20high%20school,was%20just%20under%20two%20percent.>

increase the number of dropouts and over-age, under-credited students dramatically- potentially reversing those gains quickly. The pandemic has disengaged a large number of students from school, leading to low attendance, particularly among students from historically disadvantaged minority backgrounds and among students from low income households.¹⁴ The pandemic has escalated school attendance problems among economically disadvantaged students, causing a rise in chronic absence from school. And students who are chronically absent any year from 8th to 12th grade are seven times more likely to drop out of school.¹⁵ In short, we have a growing crisis in schools that could potentially cause a major spike in off-track students and high school dropouts. This could reverse the 30 year trend of increasing graduation rates, just as the trend toward ever-increasing math scores declined for the first time in 20 years (according to NAEP results).¹⁶

ChallengeU PCCS provides opportunities for adolescent high school students who are Over Age-Under Credited (OA-UC), ages 15 to 21, some of whom have already dropped out of school, to re-engage with school, accelerate their progress and ultimately earn a full high school diploma. There are many reasons why high school-age students find themselves behind their age-group peers in their progress toward earning a diploma, including emotional trauma, home life disruptions, pregnancy and child-rearing, failing many classes, lack of interest in traditional academic subjects, long-term illness, and more¹⁷. Our innovative cyber charter school model will offer intensive, year-round, one-on-one supports and flexible scheduling that will allow off-track, at-risk students to re-engage with school, receive a high school diploma, and pursue postsecondary opportunities. In short, we aim to give these students measurable skills, hope, positive experiences and connections to companies and organizations that will change their lives for the better.

One key element of our school's approach is in-person life and academic coaching. ChallengeU, Inc., has developed and tested a method for recruiting and training coaches that can empathize with at-risk students and help them to build the skills and connections they need to change their current situations. Our trained coaches will help ChallengeU PCS students create academic and career roadmaps via flexible schedules (facilitated by online learning) that balance employment and academics. The coaches also help student get on track by facilitating wrap-around services that address factors contributing to student dropout including childcare, family caretaking, and feelings of non-belonging in school (e.g., counseling, therapy). Nearly two decades of research shows the importance of both the personalization of course content to meet student skill levels and the necessity of in-person contact between instructors, mentors and students for student success during online instruction.¹⁸ As such, ChallengeU PCS works with students to identify their overall needs, determine the challenges that led to their dropping out, and highlight areas of strength and growth in order to set them on a personalized path toward high school completion.

¹⁴ <https://www.nytimes.com/2022/04/20/us/school-absence-attendance-rate-covid.html>

¹⁵ <https://www.renniecenter.org/sites/default/files/Reengaging%20Students.pdf>

¹⁶ <https://www.edweek.org/leadership/digging-deeper-into-the-stark-declines-on-naep-5-things-to-know/2022/09#:~:text=Long%2Dterm%20trend%20data%20from,the%20largest%20drops%20in%20decades.>

¹⁷ <https://www.businessinsider.com/most-common-reasons-students-drop-out-of-high-school-2015-10>

¹⁸ https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/2194/2016/08/11211219/HS-online-course-taking_AERJ-2019.pdf

The growing demand for cyber schools is substantiated by a rise in cyber school enrollment during the COVID-19 pandemic. Specifically, during the 2020-21 school year, enrollment increased in virtual schools in Pennsylvania by 58.5% as parents and students alike sought alternatives to the brick-and-mortar schools due to growing COVID-19 safety concerns and an interest for the flexibility of remote schooling.¹⁹ Enrollment numbers were already increasing in cyber schools before the COVID-19 pandemic, particularly in states like Pennsylvania, Florida, Maine, and Utah, which had already-established virtual schooling options from as early as 2009. Nonetheless, enrollment in virtual schools nearly doubled after the onset of COVID-19 and the consequent nationwide shift to virtual learning due to pandemic lockdowns.²⁰ The rapid influx of students into cyber schools presented many of those schools with a large number of new types of students for which they were not adequately prepared—Overage Undercredited students who needed a different type of model tailored to their particular needs and challenges. As a result, a number of those schools were unable to graduate a substantial portion of those students, leading to low graduation rates in the neighborhood of 50%, compared to the state rate of approximately 84%.

Other cyber learning opportunities currently available in Pennsylvania offer flexible pacing options, but do not specifically cater to self-identified high school dropouts and OA-UC students. Our model combines in-person coaching with virtual, self-paced schooling aligned to state standards and taught by ChallengeU PCCS teachers in order to set OA-UC students on a path toward obtaining a high school diploma and pursuing postsecondary opportunities through a personalized educational pathway.

Pivotal to our approach is in-person coaching. Our trained Graduation Coaches help our students create academic and career roadmaps via flexible schedules that balance outside obligations and academics, in addition to wrap-around services that address factors contributing to student dropout including childcare, family caretaking, and feelings of non-belonging in school. Nearly two decades of research shows the importance of both the personalization of course content to meet student skill levels and the necessity of in-person contact between instructors, mentors and students for student success during online instruction.²¹ As such, ChallengeU PCCS works with students to identify their overall needs, determine the challenges that led to their OA-UC status, and highlight areas of strength and growth in order to set them on a personalized path toward high school completion.

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

Pennsylvania had over 9,000 documented dropouts in 2021, from every type of community and neighborhood across the Commonwealth. While many programs attempt to assist these students, no cyber charter school in the Commonwealth of Pennsylvania has taken on the mission to directly serve dropouts or those that are likely to drop out, like OA-UC students. We believe that

¹⁹ <https://crpe.org/surging-enrollment-in-virtual-schools-during-the-pandemic-spurs-new-questions-for-policymakers/>

²⁰ Ibid.

²¹ https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/2194/2016/08/11211219/HS-online-course-taking_AERJ-2019.pdf

the flexibility and personalized attention that a cyber school can offer is exactly what many of those students need in order to achieve graduation.

ChallengeU PCCS will provide self-identified dropouts and OA-UC students the opportunity to capitalize on the unique advantages of cyber schools including flexible schedules, virtual lessons accessible from anywhere, and individualized SEL and goal planning from trained Graduation Coaches available online and in-person. ChallengeU PCCS will also support each student after graduation as they progress into their new opportunities, facilitating their connections to various opportunities including job placement, college enrollment, or further workforce training needed for trade employment or membership. Graduation Coaches will act as facilitators beyond high school graduation into the first years of post-secondary life.

Many dropouts and OA-UC students need an educational setting different from what a brick and mortar or even other cyber schools can provide, as evidenced by the large numbers of dropouts who quit schools in Pennsylvania every year. ChallengeU PCCS will make virtual learning environments where students can work at a pace that their life dictates, rather than one that the school alone dictates. Flexible scheduling is essential for dropouts who have already chosen to leave the traditional education system. ChallengeU PCCS will accommodate students who need elasticity and dedicated support to succeed. The wide catalogue of courses available through Edgenuity will help to tailor coursework to students' interests through electives such as psychology and creative writing. Extracurricular activities and field trips provided by the school, both in person and virtually, will help to reconnect students to school through activities that they can enjoy with others, such as theater club, art club and music club.

Through the cyber charter model, ChallengeU PCCS will reach students in high density dropout areas like Harrisburg, Pittsburgh and Philadelphia, suburban students and those in rural areas of Pennsylvania far from city centers. While high dropout rates plague urban settings, many students in areas far from large cities need assistance as well. In a recent Pennsylvania Population Network report, rural dropout rates consistently hovered around 6% from 2009 to 2018, higher than the state average, which gradually shrunk. Philadelphia continues to have the largest number of dropouts in the state, partially due to it being such a large district, but also because of dire conditions in some neighborhoods around the city. Any of these students can receive a second, third, or even fourth chance at ChallengeU PCCS.²²

Every OA-UC student has their own story. All students at ChallengeU PCCS will receive personalized attention and plans that are relevant to their individual situations and locations. ChallengeU PCCS Graduation Coaches will support students both virtually and in-person, building trust and providing additional advice and connections, as needed. Coaches will build goal setting plans with each ChallengeU PCCS student and work with the student to continually refer to and update their plan in an online system. Students are the center of learning at ChallengeU PCCS and are given the opportunities to succeed in an individualized learning experience that leads directly to a full diploma.

ChallengeU PCCS students need hope beyond graduation. Because of this, ChallengeU PCCS will work with students after their graduation to ensure that they are active members of the

²² https://pop.psu.edu/sites/pri/files/HSDropOutRatesBrief_RFCdocx.pdf

workforce or college-bound. Again, this will be individualized to a student’s needs and desires. Post-graduate services will allow ChallengeU PCCS students to use their newly earned diploma as a means to improve their quality of life and outlook on their adult life.

ChallengeU PCCS will work actively to connect students to post-secondary learning opportunities by providing dual-credit options with local colleges. Students enrolled in the school will be able to take courses at the school that will translate into college credits that will both connect them to school and accelerate their ability to earn a college degree. A 2007 study from the Community College Research Center at Columbia University found that students who were enrolled in dual-enrollment classes in high school were both more likely to graduate high school and more likely to do well in college when they enrolled.²³ And yet, these options are less available and sometimes not at all available to low income and off-track students, leaving them with fewer options for success than their more advantaged peers. ChallengeU PCCS aims to reverse that situation for our students with our dual-enrollment program. See our proposed dual-enrollment policy in the Appendix.

ChallengeU PCCS will use the cyber charter school model to bring students together from all over the State of Pennsylvania to earn a diploma that for many students seems too far out of their reach. ChallengeU PCCS will give Overage Undercredited students and dropouts the opportunity and the motivation and support to accomplish their goals in an online setting.

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?

Enrollment Projections

The first five years of enrollment projections are in Figure 7 below. Per the Charter School BEC, 24 P.S. §17-1701- A, ChallengeU PCCS will report to the PDE an increase or a decrease of 30% or more in its anticipated enrollment as set in this application.

Figure 7. Enrollment Projections

Year 1	Year 2	Year 3	Year 4	Year 5
180	320	590	860	1120

Ultimate Enrollment Goal

ChallengeU PCCS has an enrollment goal of 1120 students by Year 5. ChallengeU PCCS’s growth plan is based upon the challenging student population served and the intensive support system provided to each student. This plan allows for fidelity in providing needed interventions and keeping the highest quality of academic standards. The responsible increase of

²³ <https://www.washingtonpost.com/wp-dyn/content/article/2007/10/23/AR2007102300589.html?hpid=news-col-blog>

approximately 180-200 students per year takes into consideration the high level of individualized attention students and families will receive from ChallengeU PCCS over the course of their graduation journey. A high-level marketing plan, including directed social media and influencer postings, accompanies this strategy. A word-of-mouth campaign and direct interactions with LEA’s will also ensure steady and considerate enrollment goals.

Grades Served

ChallengeU PCCS will serve students in grades 9-12, with an emphasis on those students who are overage and under credited (OU). Some students will be considered dropouts and others will be at least two grade levels behind in terms of credits earned.

Entry Age

ChallengeU PCCS will serve students ranging in age from 15-21 because of the unique mission. This wide spread of ages takes into consideration the targeted OU student base.

Groupings

The demographics of these OA-UC students will be varied and will change according to the students who apply in a given year. Since more students considered OU or who have already dropped out would be in 10-12 grade, a majority of ChallengeU PCCS students are expected to be classified as such based on their total number of credits earned at the time of entry.

The following is a projection of the number of students and the grade at which they will enter. This is intended to serve as a guide for future enrollment- actual enrollment figures may differ widely from this distribution, The total number of enrollees, however, will be as listed in this table. The grade level distribution will be determined by the total number of credits earned at the time of enrollment to ChallengeU PCCS and is not related to the students’ ages at the time of enrollment.

Figure 8. Number of Students Entering ChallengeU PCCS by Grade Year

Grade	Number of Students Entering ChallengeU PCCS by Year				
	Year 1	Year 2	Year 3	Year 4	Year 5
9	30	40	50	60	70
10	30	60	100	150	200
11	60	100	200	300	400
12	60	120	240	350	450
TOTAL	180	320	590	860	1120

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

Harrisburg's location in central Pennsylvania makes it a clear choice for the ChallengeU PCCS headquarters. The headquarters will be located in downtown Harrisburg, near hubs of transportation. A 2-hour drive from Philadelphia and a little over 3 hours from Pittsburg, Harrisburg is accessible to all areas of the state.

Harrisburg is a moderately sized city of 50,135 people according to a 2021 US Census population estimate. Poverty is an issue in Harrisburg, where the median household income is over \$20,000 less than the national average. 26% of the Harrisburg city population is considered to be living in poverty. Harrisburg's schools have one of the lowest on-time graduation rates in the state, so we expect that a number of students will enroll from Harrisburg into our graduation acceleration program.

Another advantage of Harrisburg for this school is its proximity to potential higher education partners such as Penn State-Harrisburg, Dickinson College, Lebanon Valley College, and Elizabethtown College. These colleges and universities could easily provide the qualified teachers and coaches needed by ChallengeU PCCS as well as opportunities for partnership to facilitate students' post-secondary connections and goals.²⁴

While Harrisburg is clearly an urban environment, within a few miles outside of the city limits there are numerous rural areas. Since it is a priority for ChallengeU to reach all students in need of our programming, we will use our central location in Harrisburg to connect to local rural students and families.²⁵ While we will use the central location of Harrisburg and its many resources to benefit the school and its students and families, the school will connect with all areas of the state and all types of communities in order to offer the opportunity to re-connect with school and earn a full high school diploma.

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

Harrisburg was chosen as the ChallengeU PCCS headquarters both for its central, accessible location relative to the whole of the state because much of the Harrisburg student population has long struggled to reach graduation- the target population of the school, because it has numerous connections to state resources and because it has numerous post-secondary institutions that can support the mission of the school.

While the Pennsylvania statewide 4-year cohort graduation rate stood at 86.69% for school year 2020-21, Harrisburg City School District had a much lower 73.9% graduation rate that year. The unique ChallengeU PCCS process will impact students everywhere in Pennsylvania, but the Harrisburg location will provide a chance to work closely with those in the local area and to build a region of success around the headquarters of the school. Harrisburg could be a showcase

²⁴ <https://www.census.gov/quickfacts/fact/table/harrisburgcitypennsylvania/HSG495220#HSG495220>

²⁵ <https://www.census.gov/quickfacts/fact/table/US/SEX255221>

for the opportunities that a ChallengeU PCCS diploma can provide to students who are overage and under credited or who have dropped out of school altogether.

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

OA-UC students are characterized as “struggling in traditional schools and failing to keep up with their intended graduating cohort.” Some will be older students enrolled in high school who are close to leaving school, while others will be students under the age of 21 who have already dropped out of school. Ultimately, these are the students who will attend ChallengeU PCCS. We expect our school population to consist of students who look like the state’s dropout population overall. ChallengeU’s experience moving large numbers of dropouts and OA-UC students from disengagement to high school graduation, in Canada, and pilot project in Virginia, demonstrate that the model provided here works with students from a wide range of backgrounds.

The demographic profile of a dropout in Pennsylvania is unique. As a subset of students, dropouts have some distinct characteristics. ChallengeU PCCS will take these factors into account as we enroll students and plan for future cohorts. It should be noted that even though some of the demographics related to dropouts may show some overall characteristics, we expect that there will be wide variations in the demographics of our student population and that they will have equally varied reasons and challenges that have caused them to be behind or to drop out (e.g., prolonged illness, family economic hardships, unmet special education needs, childcare responsibilities, etc.). ChallengeU PCCS plans on viewing each student as an individual, free from the stigma of the dropout persona that many people assign to those who leave school without a diploma.

Figure 9. Number of dropouts by LEA and Gender in Pennsylvania, SY 2020-21 from PDE

LEATYPE	LEA	SCHOOL	OCT 1 ENROLLMENT GRADES 7-12	MALE DROPOUTS	FEMALE DROPOUTS	DROPOUTS	DROPOUTS RATE
CS	147	148	78,510	1,048	1,057	2,105	2.68%
CTC	10	10	7,476	31	14	45	0.60%
SD	497	1,222	730,746	4,898	2,806	7,704	1.05%
Overall	654	1,380	816,732	5,977	3,877	9,854	1.21%

The chart above (Figure 10.) displays data related to Pennsylvania LEA and gender regarding dropouts. A majority of dropouts in Pennsylvania in 2021 (7,704) came from traditional school districts, but a higher percentage, 2.68% vs. 1.05%, of charter school students dropped out, as well. Also, a higher number of males, 5,977, than females, 3,877, dropped out in the 2020-21 school year.

Figure 10. Number of Dropouts by Race/Ethnicity in Pennsylvania, SY 2020-21 from PDE

RACE / ETHNICITY DESCRIPTION	OCT 1 ENROLLMENT GRADES 7-12	MALE DROPOUTS	FEMALE DROPOUTS	DROPOUTS	DROPOUTS RATE
American Indian / Alaskan Native	1,334	12	4	16	1.20%
Asian	33,524	79	38	117	0.35%
Black or African American	117,136	1,511	1,008	2,519	2.15%
Hispanic	101,971	1,559	919	2,478	2.43%
Multi-Racial	31,536	246	202	448	1.42%
Native Hawaiian or other Pacific Islander (not hispanic)	726	2	4	6	0.83%
White	530,505	2,568	1,702	4,270	0.80%
Summary	816,732	5,977	3,877	9,854	1.21%

Race and Ethnicity are highly associated demographic factors in relation to dropping out of school. In 2020-21, Hispanic students at 2.43% and Black/African American students at 2.15% had the highest dropout rates based on October 1st enrollment figures. Asians had the lowest dropout rate at .35%. Whites had a relatively low dropout rate as well, at .80%, though they comprised the largest number of total dropouts at 4,270.

A Note on Language

While Pennsylvania does not publicly display the home language of dropouts, it can be assumed that they would follow the patterns established in the Race/Ethnicity demographics. If this is the case, English speakers would amount for most dropouts, but Spanish speakers could also make up a sizable number of dropouts and therefore OA-UC students. In addition, EL students tend to have very low graduation rates. Again, Pennsylvania does not provide this information, but 2016 data in New York lists an abysmal 37.8% graduation rate for EL students.²⁶

Figure 11. Reasons for Dropout by Grade in Pennsylvania, SY 2020-21

GRADE LEVEL	ACADEMIC PROBLEM	BEHAVIOR PROBLEMS	CHILD CARE	DISLIKED SCHOOL	EXCEEDED MAX SCH AGE	RUNAWAY OR EXPELLED	WANTED TO WORK	ALL OTHER
007	1	0	0	31	0	10	0	244
008	1	0	0	24	0	8	1	244
009	31	1	2	78	0	25	50	1,002
010	38	8	6	207	0	26	102	1,326
011	105	16	16	375	0	27	154	1,767
012	304	11	42	656	0	29	181	2,806
Summary	480	38	66	1,270	0	125	488	7,389

As noted in Figure 12 above, most students are dropping out in grades 10 to 12, with nearly 4,000 students dropping out in grade 12 alone. The 10 through 12 grade span accounts for 82% of dropouts in the state for the 2020-21 school year. The reported reasons for high school dropouts, from most to least common in SY 21-22, are: *All Other (75%), Disliked School (13%), Wanted to Work (5%), Academic Problem (5%), Runaway or Expulsion (1.2%) and Child Care/Behavioral Problems (0.8%)*.

Understanding exactly where all the dropouts are coming from in Pennsylvania is important to ChallengeU PCCS for multiple reasons. Examining the charts below based on 2019-20 school year data provides valuable details that ChallengeU PCCS will face and address as it enrolls students. OA-UC students will fall into the dropout category without interventions like those ChallengeU PCCS provides.

Figure 12. Number of Dropouts by School in Pennsylvania, 2019-20

Number of Dropouts by School in Pennsylvania, 2019-20	
School	Dropouts
Philadelphia City SD	3,016
Pennsylvania Cyber CS	588

²⁶ <https://www.fordham.edu/media/review/content-assets/migrated/pdfs/jadu-single-folder-pdfs/Factors That Challenge English Learners and Increase Their Dropout Rates.pdf>

Commonwealth Charter Academy CS	461
Agora Cyber CS	376
Reading SHS	276
Northeast HS	215
Insight PA Cyber CS	214
Erie HS	213
Olney Charter High School	151
Lincoln HS	149
Hazleton Area HS	132
William Allen HS	130
Edison HS/Fareira Skills	114
Washington George HS	112
21st Century Cyber CS	105

Philadelphia has the largest number of dropouts in the state by nearly 2,500 students, partly due to the fact that it is the largest school district by overall enrollment. It is important to note that many cyber charters are on this list, as well. Often their enrollment patterns make it difficult to control the number of dropouts at an individual cyber charter school, even with quality academic programs in place. ChallengeU PCCS is addressing this issue by providing each student with a trained coach that will motivate and individualize a path to graduation. By continually engaging students in a small setting and providing direct social and emotional support, ChallengeU PCCS will provide a hybrid experience that larger cyber charters would have difficulty providing. Also, because we are specifically dedicated to helping a particular population of students succeed- Overage/Undercredited and dropped out students- our program is designed from day one to help those particular types of students to succeed.

Figure 14. Number of Dropouts by School Type with >100 Dropouts, SY 2019-20

Number of Dropouts by School Type with >100 Dropouts, SY 2019-20	
School Type	Sum of Dropouts
Charter	151
Cyber	1744
District	2356
Grand Total	4251

In SY 2019-20, 15 schools reported over 100 dropouts over the course of the school year. From these 15 schools alone, 4,251 students were reported to have dropped out, which accounted for 36% of dropouts statewide. The chart above shows the type of schools (Charter, Cyber, or District) that comprised these 15 schools with 100 or more reported student dropouts. As shown, 55% of students who dropped out of these 15 schools were enrolled in brick-and-mortar District schools.

Figure 15. Schools in County with >100 Dropouts in SY 2019-20

County	Schools in County with >100 Dropouts in SY 2019-20
Beaver	1
Berks	1
Chester	2
Dauphin	1
Erie	1
Lehigh	1
Luzerne	1
Montgomery	1
Philadelphia	6
Grand Total	15

Figure 15 above gives a sense of the distribution of high dropout rates across the state. While a majority are centered in the Philadelphia area, many of the other counties represent smaller population sizes and fewer schools in general. The Philadelphia region does provide the largest grouping of potential students in the state and therefore the concentration of ChallengeU PCCS students will most likely be coming from that area.

ChallengeU PCCS understands that OA-UC students and dropouts should not be defined primarily by their demographics, but more so by their individual education journey. The individualized coaching and academic model ChallengeU PCCS will deliver to students and their families provide them a clear plan to reach graduation.

3. District Relations/Evidence of Support

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

As previously mentioned, ChallengeU PCCS representatives have traveled around the state to secure support from teachers, parents, potential students and community members for the school and its mission. To date ChallengeU PCCS has collected 22 community support letters and 30 parent and student interest letters to document the sustainable support needed to not only open the school but keep it viable for years to come (see support letters in the Appendix).

The Founding Board will continue to hold events across the state, in-person and virtually, to gain further support as the application process continues.

ChallengeU PCCS also continues to establish partnerships with community organizations around the state to help identify students for enrollment. Continued informational events with these local organizations will also continue to generate support for ChallengeU PCCS.

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

ChallengeU PCCS will be a state-wide cyber charter school open to assist students that are considered overage and under credited (OU) from the ages of 15-21 in Pennsylvania. A letter was created and mailed by the Board to the superintendents of the 500 school districts in Pennsylvania. This letter notifies them of our application and the intention to notify them if the application is approved. This document also appeals to each school district to partner with ChallengeU to identify and serve students designated as dropouts in those districts.

- C. What efforts will be implemented to maintain a collaborative relationship with school districts? **Note:** Please attach letters of intent that were sent to all school districts from which the cyber charter school could reasonably expect to draw students.

ChallengeU PCCS will partner with school districts to better identify and serve OA-UC students and potential dropouts from the ages of 15-21. As mentioned in the letter to superintendents, school districts can collaborate with ChallengeU PCCS to relieve the OU and dropout issues at a school or group of schools. A pilot program between Richmond Public Schools in Virginia and ChallengeU PCCS produced encouraging results. Similar collaborative relationships between ChallengeU PCCS and school districts in Pennsylvania can benefit both parties and ultimately the students that will graduate.

- 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.

Support for ChallengeU PCCS is demonstrated in the 22 letters from community members and 30 letters of interest from potential parents and students. These letters are placed in the Appendix attached to this application. These letters are from individuals all around the State of Pennsylvania, showing support from both rural and urban areas.

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 applicant for this charter is the Pennsylvania non-profit corporation ChallengeU Pennsylvania Cyber Charter School, which will run the school and hold the charter. ChallengeU Pennsylvania Cyber Charter School is a privately held, autonomous, non-profit corporation that is not a subsidiary of, affiliated with, or controlled by any other entity. Members of the ChallengeU PCCS Board of Trustees must submit Statements of Financial Interest & Code of Conduct by May 1 of each year and are subject to the Public Official and Employee Ethics Act, 65 Pennsylvania Statutes 1101–1113 (the "Ethics Act") as public authorities. Additionally, they will be subject to legal obligations under the Public School Code and the Charter School Law as members of the Board of Trustees. The ChallengeU PCCS Board of Trustees will oversee the school's administrators independently and be a responsible steward of public funds.

Board members are qualified residents of the State of Pennsylvania who have backgrounds in education and community initiatives. These credentials will contribute to the school's success and the efficient representation of important stakeholders.

Founding Board Members

The Board has three members at this start-up phase who will serve the school during its opening in the 2023-2024 school year. The Board was created with the intention of finding seasoned charter school professionals to ensure a smooth creation and opening process.

Gregory R. Wright, M.Ed., MBA – Board President

Mr. Wright has served as a successful educator and administrator for over 15 years. From teacher to superintendent, Mr. Wright has guided several schools and districts in the State of Pennsylvania. Mr. Wright has presented at conferences and earned two master's degrees during his extensive career. Currently as Director of Curriculum and Instruction, he adds additional insight into the academic principles related to OA-UC students' needs and the interventions to accomplish the goals of ChallengeU PCCS.

Jermaine Kanau – Board Member

Mr. Kanau established a career in education dating back to 2001. With administrative roles in major New Jersey and Pennsylvania districts and charter schools, Mr. Kanau has always emphasized an inclusive learning environment and addressing at-risk students' needs to ensure their success. His current role as Manager of Technology Integration allows for a better understanding of cyber schools and the online environment.

Dr. Alex Schuh- Board Member

Dr. Schuh is the founder and Director of School Frontiers, LLC., a premier education research and evaluation firm in Bala Cynwyd, PA. He holds a Ph.D. in Educational Psychology (Policy

Research and Evaluation) from the University of Pennsylvania, where he was a Trustee Fellow. His graduate work included test construction and administration, survey research and statistical analysis and effects of learning environments on computer-supported collaborative learning. Dr. Schuh earned his B.A. from Yale University in Anthropology. He is an experienced evaluator, with over 20 years of experience directing quantitative and qualitative evaluation research projects for government agencies, schools and community based organizations. He has been qualified as an expert witness in testing and school measurement in multiple legal cases. Dr. Schuh has helped to design and establish more than 40 charter schools across the country, including the first residential charter school, online charter schools, a bilingual (English/Spanish) virtual school, and a charter school based on the ideas of emotional intelligence. His wide ranging expertise in education will help the school to craft a sound model and a thorough accountability system.

Figure 16. Board References

Name	References
<p>Gregory R. Wright, M.Ed., MBA Board President</p>	<p>Ashton Saeger - Former CEO/Principal of Circle of Seasons Charter School 610-462-4007 AshtonSaeger@gmail.com</p> <p>Dr. David Baugh Superintendent of Aspen School District, Aspen Colorado Former PA Superintendent of the Year 215-669-2407 DBaugh@aspenk12.net</p> <p>Dr. Thomas Co Director of Pup Services for Vison Academy Charter School 610-333-9883 Co@vacharter.org</p>
<p>Jermaine Kanau, Board Member</p>	<p>Dr. Richard Carter – Colleague, University of Pennsylvania carterri@sas.upenn.edu 302-379-8273 Director</p> <p>Dr. James Lytle – Mentor, University of Pennsylvania jlytle@upenn.edu 215-898-5000 Professor</p> <p>Dr. Staughton Jennings – Colleague, CEO/Principal of Linwood Charter School siennings@linwoodcharter.org 318-415-8225 Principal</p> <p>Marc Maurice – Mentor and friend, New York French American Charter School mmaurice@nyfacs.net</p>

	<p>609-531-5245 Principal</p>
<p>Alex Schuh, PhD Board Member</p>	<p>Larry Jones- CEO, Richard Allen Preparatory Charter School lones@rapcs.org (215) 878-1544</p> <p>Gene Mattioni, Esq, CEO/Principal Maritime Academy Charter School Mattioni.e@maritimecharter.org 215-535-4555</p> <p>AnnaMarie Siegmann, CEO/Principal Philadelphia Academy Charter School amsiegmann@k12pacs.org 215-676-8320</p>

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.

In 2016, ChallengeU was started as a dropout recovery program in Canada by tech entrepreneur Nicolas Arsenault. Showing great success in Canada and being aware of the substantial high school dropout problem in America through his connections in the technology industry, Mr. Arsenault decided to bring ChallengeU to the United States. ChallengeU USA initially focused on Richmond, Virginia, where it partnered with local school districts to re-enroll dropouts. After a successful pilot program where the first group of former dropouts was able to attain their goal of high school graduation, the decision was made in 2022 to establish a charter school based on the mission and vision of ChallengeU.

ChallengeU PCCS began development in Spring of 2022 with the creation of a founding group. Transforming the ChallengeU program to a cyber charter school in Pennsylvania and writing the application was begun by Mr. Arsenault and several established charter school organizations in Pennsylvania. The founding Board consists of high-quality education professional with over 50 years of education experience combined who are committed to assisting OA-UC students and re-enrolling dropouts.

In a statewide effort to meet with community groups, ChallengeU PCCS sent representatives to make sure all voices were heard. Through this learning tour, ChallengeU PCCS encountered many organizations that helped to shape what this school would become in Pennsylvania. Understanding the individuals that would attend ChallengeU PCCS and the families that would provide supports facilitated the development of the full cyber school model. The Founding Board also connected with other Pennsylvania charter schools and organizations to establish a network that would support ChallengeU PCCS’s success.

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

To create a diverse and balanced Board, new members will be added with unique awareness of education related issues and the communities served by the school. Any resident of the state of Pennsylvania may apply for appointment to the Board; however, ChallengeU PCCS and ChallengeU Pennsylvania School Management employees and those with felony convictions are not eligible. The Board intends to have at least one parent of a student enrolled in the school on the Board after the opening of the school.

2. Governance

A. Describe the proposed management organization of the school, including the following requirement:

An affirmative vote of a majority of the members of the Board of Trustees of the cyber charter school, duly recorded, showing how each member voted, shall be used in order to take action on the following subjects:

- School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for students or staff on Sundays, Fourth of July, Memorial Day, Thanksgiving, the 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.

The applicant for this charter is the Pennsylvania non-profit corporation ChallengeU Pennsylvania Cyber Charter School, which will run the school and hold the charter. The application for the school's non-profit company status was submitted and is attached in the appendix of this application. There are presently three trustees on the board, who represent the community, business, and education. All employees, including CEO/Principal, administrators, core subject teachers, special education teachers, ESL teachers, will be directly employed by the Board. Graduation Coaches will be employed by ChallengeU Pennsylvania School Management, which will hold the school management contract (draft management contract is in the Appendix).

The structure of ChallengeU PCCS will consist of a CEO/Principal who will carry forth the policies and procedures of the Board. The CEO/Principal will also evaluate and supervise the employees. The CEO/Principal will evaluate the teaching staff. The Board will evaluate the performance of the CEO/Principal.

The CEO/Principal will be responsible for the following (in addition to other duties assigned by the Board):

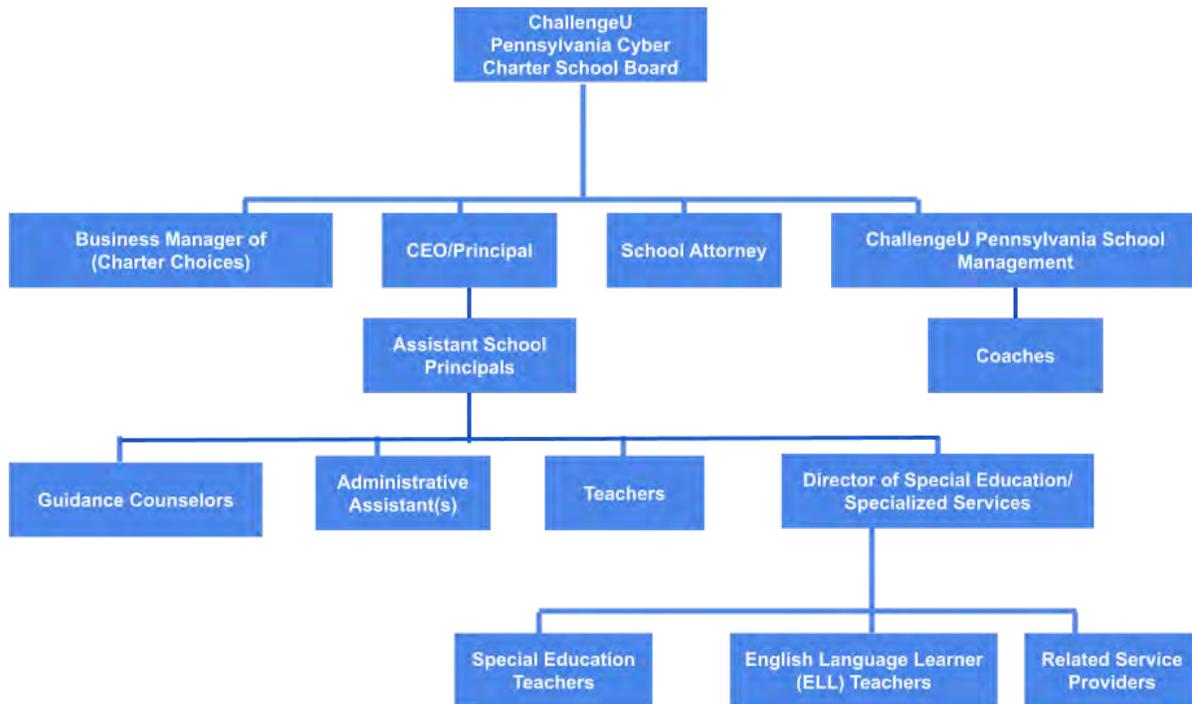
- Personnel decisions
- Management of the facilities, including oversight of technology
- Instructional and curriculum evaluation and implementation
- Managing teachers and all ChallengeU PCCS staff
- Communicating with parents and students

Curriculum development will be contracted to Imagine Learning, through ChallengeU Pennsylvania School Management. ChallengeU Pennsylvania School Management will be contracted for services including, but not limited to curriculum (Imagine Learning), payroll, human resources, student coaching services, community outreach and communication services, and technology services. The full list of provided services from ChallengeU Pennsylvania School Management is listed in the school budget which is attached in the Appendix.

The following is the list of employees that the Board is projecting in the fifth year of operation. An organizational chart with the same five-year anticipated structure is also attached below.

- 1 CEO/Principal
- 2 Assistant Principals
- 3 Administrative Assistants
- 1 Director of Special Services (Special Education)
- 5 Guidance Counselors
- 6 ELA Teachers
- 6 Math Teachers
- 6 Science Teachers
- 5 Social Studies Teachers
- 14 Special Education Teachers
- 3 ESL Teachers

Figure 17. Organization Chart



Affirmative Vote

The Board of Trustees will record each affirmative vote of a majority of the members showing how each member voted in order to take action on the following subjects (as noted in the By-Laws in the Appendix):

- approving the school calendar;
- adopting textbooks;
- appointing or dismissing charter school administrators;
- adopting the annual budget;
- deciding matters related to the operation of the school, including, but not limited to, budgeting, curriculum, operating procedures, and determining general, academic, financial, personnel, and other policies subject to the school’s cyber charter school charter and applicable law;
- employing, discharging, and contracting with necessary professional and nonprofessional employees subject to the school’s cyber charter school charter and the provisions of applicable law;
- approving the hire or termination of contractors and determine the terms and policies under which contractors shall provide services;
- approving the adoption of courses of study;
- approving the appointment or dismissal of school staff;
- approving the creation or increase of indebtedness and designate depositories of school funds;
- approving contracts;
- determining the salary, compensation, and all terms and conditions of employment of school administrators, teachers and other staff;
- approving the entry into contracts with intermediate units, school districts or area

vocational/technical school for the cost of services provided or to be provided by the foregoing entities.

Once the fully executed charter has been received by the school's seated nonprofit Board, they will conduct a vote on the contract with ChallengeU Pennsylvania School Management for the management of the school. Once an affirmative vote is achieved, the agreed upon and signed management agreement will be provided to PDE as an amendment to the charter contract. A draft of the management agreement is provided in the Appendix.

Open Meetings

The Board will convene at least eight times annually but may convene more frequently if necessary to complete work regarding the school promptly. Regular Board meetings will normally take place at the school, as per the agenda decided upon by the Board at its annual meeting and as specified in the annual resolution adopted pursuant to the Open Meetings Act. At the start of each school year, general circulation periodicals and the school website will both be used to announce all public board meetings as required by law. To the extent permitted by the Open Meetings Act, board members may participate via telephone.

To ensure that the public and the constituency for the school have reasonable notice, the agenda for every meeting will be posted at the meeting place in line with open meeting legislation and will also be posted on the school's website or any other location specified in the annual resolution. At meetings, members of the public, including parents, may speak to the board directly. They may also seek to attend board meetings by teleconference in accordance with the board's rules. The Open Meetings Act will be covered in training for all board members.

D. How will the Board of Trustees be selected?

Trustees will be elected by a majority of the Trustees currently in office at a duly called meeting of the Board. At the annual meeting or other meeting where they are chosen, members will immediately take office. Each person so elected will serve for the remaining portion of the unexpired term after being elected by a majority vote of the Board's remaining members or by the lone remaining Trustee. Three classes of trustees will be created, with each class having about an equal number of members. The members of the first class will serve an initial term of one year in office, while the members of the second class will serve an initial term of two years; and the members of the third class will have a three-year starting term. At the conclusion of each annual meeting, the class of members whose terms are up for renewal that year will elect their successors, who will then take office for three years or until their successors are chosen. In the case that the number of Board members increases, the remaining members will assign the additional position to the appropriate class or classes in order to maintain, as closely as feasible, an equal number of members in each of the three classes.

Once the new Board has been seated, the members will elect officers in accordance with the bylaws. The President, Treasurer, and Secretary will serve as the Board's officials.

The Board will establish a Nominating Committee after the original Board has been chosen. This committee will be in charge of finding and interviewing potential Trustees.

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

Training

In order to maintain our knowledge of governance, oversight requirements, department regulations, policies, and procedures, board members intend to attend all mandatory governance trainings. The Board will also provide funding for trainings supported by or accredited by the PDE.

To ensure smooth operations and efficient board procedures carried out by a reliable third-party vendor, additional training may also be sought. The fundamentals of charter schools, obligations, conflicts of interest, effective meeting management, excellent Board leadership, and policy formulation are possible training subjects. Board members will also be given opportunities to attend conferences to extend their network, skills, and management base.

Founding Board, Founding Coalition and Transition to Board of Trustees

For the purposes of this application and the establishment of the school, the Founding Board and the Founding Coalition are linked but distinct organizations.

Founding Board: The Founding Board, which consists of three members, will take on the duties of the governing Board of Trustees once the charter has been approved.

Founding Coalition: If the charter application is approved, the Founding Coalition, which consists of businesses, institutions, and people, will support the establishment of the school and be a resource throughout its initial stages. The Founding Coalition members will not run the school.

Once the cyber charter application is approved, the current Founding Board will become the Board of Trustees. The staggered periods of the trustees ensure that no member of the board will have their term expire at the same time.

The dedication of potential Trustees to the school's mission must be carefully evaluated, and current education of Trustees regarding the extent of their legal obligations, such as their duty of loyalty, obedience, and faithfulness to the school's mission, is necessary to maintain the continuity of the Founding Board's vision. In order to achieve this, ChallengeU PCCS will organize yearly board retreats with a focus on efficient board development. ChallengeU PCCS will create an Advisory Board to offer non-binding strategic guidance with more structural flexibility as founding Trustees depart the voting Board. The Advisory Board wouldn't have the power to cast a vote or fulfill legal fiduciary obligations.

F. Describe the roles and responsibilities of the board.

The following are several, but not a complete list of duties and roles that the Board may have. See attached by-laws for a discussion of board duties:

- safeguard the charter school's legal interests and follow all relevant laws,
- creating and finalizing the school budget
- Practice financial management techniques,
- Review and renew the contract with the provider of online educational services,
- comply with state and federal reporting requirements,

- negotiate and sign a charter with PDE
- serve as the school's fiduciary,
- engage in strategic planning,
- ensure adequate resources and manage them well,
- hire contractors, negotiate service agreements, and hold contractors accountable for performance under such agreements,
- evaluate the performance of the organization, including keeping track of the accountability framework,
- attend yearly required training relevant to effective leadership of the charter school,
- serve as the hearing panel for disciplinary proceedings,
- approve real estate transactions,
- choose the corporation's officers and establish their terms,
- check to see if the charter is fulfilling its mission and vision,
- Set Board guidelines,
- approve academic programs,
- create a framework for the budgeting process,
- authorize significant expenditures and program adjustments,
- assess and track the CEO's performance and that of the other members of the school leadership team,
- oversee school operations but leave day-to-day management to the CEO,
- promote strong external relations with the community, school districts, media, neighbors, parents, and students, and
- adopt sound legal and ethical procedures and policies.

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

ChallengeU PCCS will use Professional Learning Communities (PLC's), town hall meetings, training opportunities, formal and informal evaluations, professional feedback and commentary as a means to foster a productive relationship between administrators (e.g., CEO/Principal, Special Ed Coordinator) and the ChallengeU PCCS teachers (including special education teachers). An annual survey of teachers will provide the ability for teachers to provide anonymous feedback to administrators and the board regarding any issues they are having with the school. The CEO/Principal will maintain an open door policy for teachers to discuss any issues they are having with their particular job or with the components of the model. In addition, teachers will have a standing invitation to address the board regarding any issues they are having in their jobs. Teachers will be evaluated annually based on clear performance expectations and feedback on those evaluations will be provided promptly, as part of a discussion (within the framework of Charlotte Danielson's Educator Excellence model). Teachers will also be provided with opportunities to pursue professional development that relates to their job, with prior approval of their administrators.

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

Students and parents will be involved in the leadership process at ChallengeU PCCS to the extent that it is reasonable and appropriate. Approximately 8-10 times per year, the Board will meet in public session, which is open to all for the assurance of transparency. Students and parents will be allowed time to comment during these meetings and transcribed in the public record.

Both students and parents will have opportunities to provide feedback to ChallengeU PCCS regarding all aspects of the educational experience. All Board meeting agendas and minutes along with other pertinent information from the Board will be posted on the ChallengeU PCCS website. It is the goal of ChallengeU PCCS to have one parent of a student become a Board member.

Students will be provided opportunities to adopt leadership roles in a student government structure that will provide feedback to the school's administrators regarding the interests of the students. Student government officers will be elected as part of an extracurricular activity. They will be provided opportunities to weigh in on decisions regarding activities such as field trips, school uniforms, extracurricular activities, and similar areas that impact their engagement and well-being.

Parents of students who are designated as qualifying for Title I services will be invited to meetings to provide their input into federal spending for the school, in accordance with the ESSA law.

Parents and students will also be included in planning for the school's long term growth, in the school's Comprehensive Planning process and the school's Schoolwide planning process.

I. 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.

The school's By-laws and Articles of Incorporation and proposed contracts are included in the Appendix to this application.

J. Submit board members' names, addresses, phone numbers and resumes.

Resume for board members are attached in the Appendix.

- Gregory R. Wright, M.Ed., MBA, 1301 Montgomery Ave, Apt. 2-5, Wynnewood, PA 19096, 215-287-3244
- Jermaine Kamau, 1722 Cecil B. Moore Ave, Philadelphia, PA 19121, 609-638-9919
- Alex Schuh, Ph.D., 178 Summit Ln, Bala Cynwyd, PA 19004, 610-667-1153

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

The school's proposed management contract with Challenge U Pennsylvania, LLC is provided in the Appendix. See also the Board's attorney's letter regarding the proposed management contract.

IV. FINANCE AND FACILITY

1. Financing

- A. Develop a preliminary startup and operating budget. Use the [Pennsylvania Department of Education budget templates](#); draft a preliminary operating budget covering all projected sources of revenue, both public and private, and planned expenditures.

The preliminary startup and operating budget is provided in the Appendix. The budget documents reflect the school's mission and show sound financial preparation.

Due to the school's small size and necessary costs to start the school, some costs will not be fully covered in the first year of the budget. Budgeted startup costs that are not fully covered by per-pupil funds in Year 1, including some facilities and administrative employee salaries, will be paid for using an interest-bearing loan at market rates from ChallengeU Pennsylvania School Management- as shown in the budget. According to the budget, this loan will be fully repaid together with interest by the conclusion of the fifth operating year.

- B. Develop a purchasing procedure that addresses a competitive way to purchase goods and services. Note: For additional financing procedures see Section 1725-A of the Charter School Law.

Competitive Purchase Procedure

All financial processes outlined under Section 1725-A of the Charter School Law will be adhered to by ChallengeU PCCS. For all construction projects and work related to construction, ChallengeU PCCS will adhere to the standards of the Charter School Law, specifically §17-1715-A(10).

The following procedure will be followed by ChallengeU PCCS:

- Request informal price quotes for purchases under \$5,000 unless it's an emergency or the items are so specialized that the school would not benefit from negotiating a lower price.
- Whenever possible, when making purchases exceeding \$5,000 for a single item or \$10,000 overall, get three comparable pricing quotes.

The school will acquire bids. The lowest responsible bidder should acquire all orders or contracts; however, the following factors can be taken into account:

- The quality of the item(s) to be supplied;
- The conformity to bid specifications;
- The suitability to the requirements of the school
- Delivery terms; • The vendor's prior performance.

The following are additional variables that the Board might take into account when giving bidders preference:

- Which use a Pennsylvania-based business as the primary contractor
- Which use one or more Pennsylvania-based business as subcontractors

Any and all proposals may be rejected by the Board in its sole discretion.

All purchases by the school are permitted within the previously approved budgetary limits. When a purchase exceeds the function, the Board will be informed and asked for prior approval before any equipment, materials, or service is made. If an emergency purchase is necessary for the school to continue operating at its current level, it will be brought to the board's attention by a designated member and approved by the board at the following regular meeting.

In order to promote efficiency and economy in the operation of the school, the Board requires that the school periodically estimate requirements for standard items or classes of items and make quantity purchases on a bid basis to procure the lowest cost consistent with good quality.

Whenever storage facilities or other conditions make it impractical to receive total delivery at any one time, the total quantity to be shipped, but with staggered delivery dates, will be made a part of the bid specifications.

Before placing a purchase order, the school shall check as to whether the proposed purchase is subject to bid, whether sufficient funds exist in the budget, and whether the material might be available elsewhere in the school.

All services/products purchased by the school will be confirmed as received prior to any payment being released to a vendor.

In the interests of economy, fairness, and efficiency in its business dealings, the Board may require that:

- Opportunity be provided to as many responsible suppliers as possible to do business with the school.
- A prompt and courteous reception, insofar as conditions permit, be given to all who call on legitimate business matters.
- Where the requisitioner has recommended a supplier, the school may make alternative suggestions to the requisitioner if, in his/her opinion, the supplier is not the best option.
- To prevent the emergence of liabilities in excess of appropriations, the school will commit the spending to a specific line item upon placing a purchase order.

Anyone who makes a purchase without a valid purchase order or authorization may be held personally liable. The Board may lease, pay in installments, enter into lease-buy agreements, or lease with an option to purchase office equipment as defined by law, provided that the contract specifies the terms of such a purchase.

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

The Board does not intend to rely on fundraising activities to bring in additional funds or to supplement per-pupil allotments (PPA). The Board will devote its attention toward academics and instruction and continue to assess if future fundraising efforts will be necessary.

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

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

- United States Treasury bills.
- Short-term obligations of the United States Government or its agencies or instrumentalities.
- Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

Note: All investments shall be subject to the standards set forth in 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.

Financial Oversight

The Board is responsible for the oversight and approval of school financial policies. The Board must also possess the necessary experience and financial expertise to complete its financial oversight duties. ChallengeU PCCS intends to contract with Charter Choices, a Pennsylvania-based company with experience working with charter schools since 1997. Charter Choices has

extensive experiences assisting cyber charter schools with financial reporting and budgeting, which will be very helpful to ChallengeU PCCS as we get the school started. Charter Choices will provide financial advice and support effective decision-making, independent of ChallengeU Pennsylvania School Management.

ChallengeU PCCS will establish systems and controls for the timely completion of financial reporting as required by law. This includes a report of budgeted and actual expenses, as well as any information required by PDE. Upon charter approval, the Board will also be responsible for managing the contractual relationship with ChallengeU Pennsylvania School Management.

Depositing Funds

The Board Treasurer will deposit school monies in a depository account that has been approved by the Board. Every month, this account will be reconciled, and transactions will be examined to make sure money was placed in accordance with the school's standards. In accordance with any applicable state legislation, ChallengeU PCCS shall keep its accounts in a banking institution in the state that is federally insured.

Investing Funds

The Board has the option to place school funds in a federally insured financial institution's savings account, depending on the cash balances of the school. Any investment made using school funds must be kept in an authorized account, according to the Board.

The Board will invest monies for charter schools according to the guidelines outlined in 24 PS 4-440.1 of the Pennsylvania School Code. Investing examples include:

- United States Treasury bills.
- Short-term obligations of the United States Government or its agencies or instrumentalities.
- Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
- Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania of any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
- Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

Financial Processes

ChallengeU PCCS shall adhere to a financial and accounting plan that complies with generally accepted accounting principles (GAAP), give a correct accounting of all of its finances, ensuring there is enough information for audits, and offer data in the manner required for accurate and timely reporting.

The Board will monitor revenue and approve expenditures in accordance with any constraints put on such revenue using a good budgeting and forecasting policy and procedures. Key stakeholders, such as the Lead School Administrator, Business Manager, and designated Board members, as well as Charter Choices, will all contribute to the iterative process of developing the annual budget.

The Business Manager, employed by the Board, will perform the following duties:

- **Oversee pupil accounting functions including:**
 - Enrollment requirements
 - Maintenance of student records
 - District billing

ChallengeU PCCS will create and maintain straightforward purchase order and check request forms to track the approval of non-payroll expenses. A Board designee must approve each proposed expenditure before it may be made. The designated person will examine the proposed expenditure to decide if it should be approved and whether it is in line with the Board's adopted budget. For every expense, supporting documentation will be needed.

To ensure accurate bookkeeping, ChallengeU PCCS will employ industry-standard accounting software. The school will keep thorough accounting records in accordance with the PDE-mandated accounting and financial reporting manuals.

Financial Reporting

ChallengeU PCCS will generate a set of comprehensive financial statements every month that includes a statement of activities, a balance sheet, bank reconciliations, invoice details, payroll registers, any expenditures from grant funds, cash receipts from all sources, and a transaction listing for all activity. As an added level of control and governance, the Board Treasurer shall have access to such financial records for review. Monthly financial statements will be reviewed by Charter Choices, which will also assist in making wise decisions.

A financial report detailing the state of the school's finances will be provided to the Board at its regularly scheduled meetings, along with a comparison of predicted annual costs and the annual approved budget. Budget discrepancies and significant financial issues shall be discussed with the Board, and any appropriate steps will be made with Board agreement.

Annual Report

For each academic year, the Treasurer will settle the accounts with the Board. Each year, ChallengeU PCCS accounts will be audited in accordance with 24 P.S. §4-437. While working with auditors to complete the audit engagement, Charter Choices will support the school in preparing audit work papers for the fiscal year end.

The Board will contract with an independent Certified Public Accounting firm after ChallengeU PCCS's charter is authorized and before the conclusion of the first fiscal year to do an audit of its annual financial statements. By October 31 of each year, starting with October 31 after the first year of operations, the annual financial report (PDE-2057) must be finished and submitted to PDE. The audit will be carried out in accordance with GAAS and will satisfy the compliance standards imposed by the Commonwealth.

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.

ChallengeU PCCS will lease space for administrative staff located at 409 N 2nd St, Harrisburg, PA 17102. This space will serve as the main meeting site for administrative staff. Student records will also be maintained at this location. This site will be available for PDE staff to visit when the school is in operation. The majority of our teaching staff will work remotely throughout the Commonwealth, though they are welcome to utilize the administrative office upon request.

The administrative office's facility will be flexible to allow for growth and future needs. The site will include at least two workstations, a large conference room, 24/7 key access with staffed security, geothermal heating and cooling, and several parking spaces. This site will be used for IEP conferences, special education related activities, and student support.

As the school grows, ChallengeU PCCS may explore additional facilities throughout the state to better support and accommodate our students. These satellites sites will merely provide auxiliary services and will not act as brick-and-mortar school locations. Students will only need to be at the physical satellite locations for the time necessary to complete mandatory school activities or receive services. In addition, ChallengeU PCCS will utilize any satellite spaces for administering standardized assessments, tutoring, and/or special education services.

In the Appendix, we include a letter of intent between the Board and owner to lease office space located at 409 N 2nd St, Harrisburg, PA 17102. Once a charter is finalized, ChallengeU PCCS will secure this lease or locate a comparable space to conduct start-up procedures.

Before leasing any additional satellite locations, ChallengeU PCCS will provide PDE with the name and description of the services to be provided in the facilities, the individual and background clearance records for the individuals providing services at the facilities, an explanation of how the space will be utilized and how it is necessary for ChallengeU PCCS

operations, methods for ensuring equitable access to the services by students who are not able to visit the facility, any policies pertaining to student presence at or monitoring of the facility, and any other information requested by PDE.

The facility selected by the school will be between 3,500 and 4,500 rentable square feet, depending on site availability and needs of the school. The facility will be located in a standard office space. ChallengeU PCCS will enter into a five-year lease agreement with the potential for extension options. Attached in the Appendix are property details. ChallengeU PCCS will ensure that all facility locations utilized by the school are ADA compliant, secure, safe, and have the technology available for school operations.

The following arrangements will be included in the lease terms:

- In the event of non-renewal or premature charter revocation, the lease agreement can be terminated;
- Options for lease extension or renewal;
- Inability of landlord to re-locate the premises;
- Insurance terms consistent with ChallengeU PCCS's policies;
- Financial terms.

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.

Suitable Facility

The Letter of Intent to Lease specifies the location of the administrative building for the institution. Administrative offices and operational infrastructure for the school will be housed in this facility. The location shall be accessible to people with disabilities, including employees, parents, and students, and will adhere to all applicable building and zoning standards. The facility will meet all codes for offices in Harrisburg, including providing sufficient heating, ventilating, lighting, sanitary conditions and water supply.

The teachers and Graduation Coaches are expected to work remotely, so there will be little need for students or teachers to utilize space in the administrative building. Some limited space will be available for meetings between Graduation Coaches, teachers, students and parents at the administration building, although these meetings will be expected to take place closer to students' homes whenever possible. Testing will not take place in the administration building, with the exception of a few unusual circumstances that might require a setting in Harrisburg that would be particularly convenient for teachers/test administrators and students.

ChallengeU PCCS wishes to be clear that any facilities locations will only be used as secondary service locations and not as brick-and-mortar educational campuses. The Basic Education Circular (BEC), "Cyber Charter School Operations and Proper Use of Physical Facilities" issued in July 2013, is known to the Board, and it will be adhered to. ChallengeU PCCS will be able to

operate and offer all curriculum and instruction to all of its students without the requirement for them to attend any physical facilities, as required by the BEC.

ChallengeU PCCS will only make use of its physical space as a resource center or an administrative office, offering primarily ancillary services to students. ChallengeU PCCS has evaluated a number of potential administrative office sites, including prospective shared or joint usage facilities, in light of the requirements necessary to operate a successful cyber school. In accordance with the Charter School Law, ChallengeU PCCS has also taken into account possible regional locations across the state that will be accommodating to families, especially those from underprivileged and rural areas. Cyber education can be implemented quickly and without requiring much infrastructure setup. ChallengeU PCCS will take the necessary steps to secure the Certificate of Occupancy for the administration office site.

Renovation to the Facility and Compliance with Applicable Building Codes

The leased facility will be a standard office setting. The landlord will offer turnkey solutions with typical construction finishes. With the landlord handling the demolition and build-out, ChallengeU PCCS is able to reduce risk when setting up the workspace and benefit from the landlord's expertise in adhering to local building codes. ChallengeU PCCS will supply the floor plans to serve as the landlord's reference before setting up and clarifying the amortization schedule for tenant-requested renovations, if any. We do not anticipate any renovations other than minor changes prior to using the leased office space.

Accessibility for Individuals with Disabilities

ChallengeU PCCS' facilities will adhere to all local Americans with Disabilities Act (ADA) requirements. It will have at least one conference room with doors for use during IEP meetings and other events relating to special education. The facilities will adhere to all relevant federal, state, and local laws governing health and safety.

Facility Services

As part of the lease agreement, the landlord will provide the premises with water, lighting, heating, and ventilation. To keep a clean environment inside the premises, ChallengeU PCCS will either need to hire services or the landlord may provide janitorial services.

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

Facility Maintenance

The landlord of the leased facility used by ChallengeU PCCS will cover any required maintenance and housekeeping services.

If the site lease does not include janitorial services, ChallengeU PCCS will look for and hire a reliable janitorial firm to meet its cleaning needs. ChallengeU PCCS will find and hire qualified

contractors and engage into service contracts if the landlords are not required under the lease to maintain the equipment on the property.

The chosen location will have a full service management team that the landlord has hired to take care of upkeep, repairs, and required space improvements. ChallengeU PCCS will enter into an agreement with a reputed management company to maintain the property on an ongoing basis throughout the lease term if the chosen facility does not already provide them.

ChallengeU PCCS will conduct the necessary action to get the site's Certificate of Occupancy (CO). The CO may be responsible for the entire facility, including the site, depending on local standards.

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

The cyber education model of ChallengeU PCCS simply requires rented offices where administrators can carry out school business. Teachers and coaches will primarily work remotely. This considerably lowers the financial risks related to the school and lowers the requirement for space for school staff members. The school's model of encouraging face-to-face meetings with coaches and some teachers, supports the structure of having those coaches and teachers dispersed throughout the state, rather than housed at one main location.

E. Describe facility financing plans.

The Board does not intend to obtain any long-term debt to finance the acquisition of a school facility because it anticipates leasing its facilities.

ChallengeU PCCS will create an office setting that will be ideal for streamlining site operations. The facility landlord will offer a turn-key solution with industry-standard building finishes. To use the rented space, we believe that the capital investment will be quite low and will only include furniture and equipment—not Leasehold Improvements.

If the current lease arrangement does not work out, there is ample office space available at a similar per-foot price in Harrisburg that we anticipate will continue to be available in the near future. It is our plan, in that case, to lease other similar office space in Harrisburg for our school's main administrative office.

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).

Health Insurance Benefits

ChallengeU PCCS will provide a health benefit package in accordance with charter school law that is comparable to the sum of local school districts where students are enrolled and/or the statewide average of districts. The entire package will include paid sick time, paid vision and dental insurance, a choice of major medical plans, vision and life insurance, and disability insurance. 25% of employee payroll has been set aside for these benefits, which is enough to offer a comprehensive package of health benefits.

Insurance Coverage

According to applicable legislation and the approved charter, the school will have a complete insurance system in place. In addition to Commercial General Liability, Sexual Abuse and Molestation, Educator's Legal Liability, Employment Practices Liability, Crime (Employee Dishonesty), Property, Automobile, Workers Compensation, and Directors & Officers Liability, the insurance package will also cover these risks. Operations at the school, extracurriculars, and volunteer work will all be covered by the policies.

The insurance program will cover the operations, extracurricular activities, and voluntary work of the school as well as the following policies and restrictions.

- Commercial General Liability - \$25,000,000 total limit
- Sexual Abuse and Molestation - \$10,000,000 total limit
- Educator's Legal Liability - \$10,000,000 total limit
- Employment Practices, Liability - \$10,000,000 total limit
- Crime (Employee Dishonesty) - \$5,000,000 total limit
- Property - Insured to replacement cost value
- Automobile Liability - \$25,000,000 total limit
- Workers' Compensation - Statutory
- Directors & Officers Liability - \$1,000,000 total limit

Insurance at the above-stated levels will be obtained once the school's final approval has been granted by PDE and the charter has been accepted by the Board.

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)

ChallengeU PCCS will provide ample information about the school's mission, target population, methods, requirements of students and families, and application and enrollment procedures in recruiting and marketing materials and on the school's website. Along with providing extensive information on the school's model and application process, ChallengeU PCCS will assist students and/or family members in determining whether ChallengeU PCCS is truly the best

option for their children and themselves through community meetings and presentations and direct communication with families expressing interest in the school.

ChallengeU PCCS will carry out the enrollment process, subject to the Board's supervision and in accordance with placement and withdrawal policies and procedures that have been adopted by the Board and examined by Board Counsel and are compliant with local, state, and federal law. The Board will approve the Board Counsel's examination of the enrollment policies before they are included in the school's Student and parent handbook.

For the school year commencing in September, enrollment will begin in March and adhere to all Pennsylvania laws and regulations.

Student attendance will be documented through the school's Edgenuity system and through the school's contact records that will be documented in Google forms. All attendance records will be kept by the school and reported accurately to the state regularly as required by state law. Only students who are qualified to attend a cyber high school in Pennsylvania will be enrolled at the school, as determined by students and/or families providing state-approved documentation during the enrollment process. Students who have ten unexcused absences in a row will be removed from the school's rolls and a notice will be sent to the student's sending school district at that time.

V. ADMINISTRATION

1. Recruiting and Marketing Plan

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

We don't see our recruiting and marketing plan as a commercial advertising budget but as a community outreach and student communication strategy to promote across the state the importance and benefits of graduating from high school and transitioning to post-graduation opportunities.

Our recruitment and marketing plan has two key objectives: build enrollment in the ChallengeU program and build a roster of engaged students on track to complete high school and transition to postgraduate opportunities. We will do that by developing content that educates, inspires, empowers, and supports with images and narratives as described below:

- Real teachers
- Proven results
- Trustworthy program
- No need to physically go to school—all online classes
- In-person student activities/supports
- Positive career possibilities
- Sense of accomplishment/pride
- Post-secondary plan focus
- In-person student activities
- Believe in yourself/you can do it.

This content will then be communicated through a variety of marketing strategies including digital, grassroots, community influencers, as well as through a public relations campaign.

Over our first five years in Pennsylvania, we plan to invest \$6,140,000.00 in our community outreach and student communication efforts.

Traditional engagement efforts have not worked for the OA-UC student population that we are targeting. While some students intrinsically understand the value of school, we must show our target audience that re-enrolling in school is worth their time and/or that ChallengeU will provide a unique student experience that will support students with untraditional education trajectories on a path toward a high school diploma. As a result, every single one of our community outreaches dollars spent on persuasion that leads to enrollment is worth it, because we believe once we get off-track students in the door, we can get them to graduation and to college and career engagements.

In addition, it should be noted that our community outreach and student communication efforts will benefit not only the students we enroll, but the larger community as well. We will be conveying a message throughout Pennsylvania that communicates the importance of finishing high school- particularly throughout disadvantaged and disenfranchised communities. This will benefit off-track students already enrolled in high school, as well as those who have dropped out. Therefore, beyond the \$6,140,000.00 we invest over five years into our outreach efforts, there will be benefits to our society in raising awareness about the importance of finishing high school.

Expertise in Marketing and Communications

The CEO and founder of ChallengeU have extensive experience in marketing and communication in the public education sector. He has written industry books about mobile marketing (advertisers using the smartphone as a media) and holds marketing matching engine patents. He has conducted more than 90 press conferences in collaboration with elected officials and created marketing partnerships with professional athletes. In addition to his expertise, he can rely on a strong team of marketing specialists.

Community Outreach Strategies

Digital

We will utilize a variety of digital marketing tools including:

- Search Engine Marketing
- Social Media Advertising
- Web Banners
- Video.

Grassroots

In addition to online marketing, we will engage in hyper-localized grassroots marketing techniques. We will use local graduation rate and dropout rate data to identify communities where there may be a disproportionate number of both OA-UC students and dropouts and then deploy our team to introduce ChallengeU in those communities. This may include:

- Community door knocking
- Flyering at malls/grocery stores/bus stops
- Billboards
- Local radio ads
- Sponsoring community events and teams

Influencers

We will also partner with professional sports agents as well as major universities and their Name, Image, and Likeness (NIL) programs to identify athletic influencers to promote the ChallengeU brand. We intend to recruit players on the Philadelphia Eagles, Philadelphia 76ers, Philadelphia

Flyers, Philadelphia Phillies, and college players at Penn State and other colleges and universities through their NIL programs. We will deploy our influencers to promote the ChallengeU brand as well as the importance of graduating from high school in order to pursue your dreams. These campaigns will be modeled off the successful campaigns we conducted in Canada featuring well known NHL and UFC athletes Georges St-Pierre and Steve Begin. We already selected a local sports management agency to work with NFL and NBA athletes from Pennsylvania (see support letter from Clear Vision Marketing Group LLC).

Public Relations

Once our program has begun, we will deploy public relations campaigns to celebrate our students' achievements. For example, once our first cohort of students has graduated from high school and transitioned into postgraduate opportunities, we will share the compelling human interest stories with the media. This is similar to the PR campaign that led to a successful television broadcast and front page news in Petersburg, Virginia when we launched a pilot there.

Budget

Our community outreach and student communication budget is grounded in our enrollment goals and experience converting leads into enrolled students across Pennsylvania.

Enrollment Goals

While we believe we will eventually have the capability to reach all the dropouts between ages 15 and 21 and OA-UC students across the state, we want to first focus on results, not quantity. We want to make sure that every student we enroll we can serve really well. So our five year enrollment plan is to gradually add cohorts of students, starting with 180 and reaching 1120 by year 5. Note that the Board’s proposed enrollment policy is included in the Appendix to this application.

Figure 18. Enrollment Goals First Five Years

Year 1	Year 2	Year 3	Year 4	Year 5
180	320	590	860	1120

Leads Required

We anticipate enrolling approximately 15% of our leads generated through our community outreach and student communication efforts. As a result, our leads goals by year are set based on enrollment goals.

Figure 19. Leads Required First Five Years

Year 1	Year 2	Year 3	Year 4	Year 5
1200	2130	3930	5730	7470

Because we intend to target students at-risk of dropping out or who have already dropped out, our primary goal is to promote and sustain student engagement through our unique online program and graduation coaching model with wraparound services. The enrollment goals shared above take into consideration the possibility of attrition.

Community outreach and student communication costs

As our brand recognition and outreach effectiveness increase in specific localities, we will increase our budget year over year to extend our reach throughout Pennsylvania.

Figure 20. Student Communication and Community Engagement Costs, First Five Years

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Goal	180	320	590	860	1120
Total Cost	\$180,000	\$576,000	\$1,180,000	\$1,720,000	\$2,464,000

→ Total 5 Year Community Outreach and Student Communication Investment: \$6,140,000.00

Student communication activities Post-Enrollment

Our community outreach and student communication efforts do not stop at the point of enrollment. Once enrolled, students are part of our Customer Relationship Management (CRM) system that tracks students' efforts and engagement in the program. Student behavior triggers different messages that the CRM deploys. For example, a lack of engagement might trigger a text to the student with an inspirational quote, or a text to the Graduation Coach encouraging them to check on the student. The Graduation Coach might then follow up with a phone call or home visit.

In addition to the automated processes through the CRM, we leverage social media to build community and further celebrate our students. As students achieve big and small goals, we might post their achievements on social media (with their permission). We also create a private Facebook group for students to connect and share resources and experiences with each other. All of these activities are part of our student communication strategy to create a sense of belonging and community within the school.

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

ChallengeU PCCS will recruit students in all areas of Pennsylvania with a focus on students from locations that have higher dropout rates and/or lower graduation rates, which is often precipitated by larger concentrations of OA-UC students. This active recruitment will take the form of varied forms or engagement with a targeted population in mind.

- **Social media** will be one of the primary types of communication ChallengeU PCCS will use to reach out to potential students and families. The role of social media in recruitment will be emphasized by using techniques to directly target individuals needing ChallengeU PCCS programming.
- **Community information sessions** will allow for both direct contact with potential students and parents and the ability to create a word-of-mouth campaign to reach others. The community information sessions will be in various formats, presented both virtually and in-person. Some sessions will take place in communities identified as high-need and could potentially benefit from ChallengeU PCCS services. Other information sessions could take place at arts festivals, sporting events, and concerts with the intent of spreading the word of ChallengeU as well as finding new students. Lastly, virtual events will reach larger numbers of individuals and families that may not be able to attend in-person events.
- **Partnerships** will present ChallengeU PCCS with the opportunity to build community relationships and trust. Youth-serving, health-related and faith groups are all potential partners who can point us toward areas of need. ChallengeU PCCS will foster these opportunities for growing our student base, while working within the established pillars of a given community to better explore growth prospects.

2. Admissions Policy

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

ChallengeU PCCS will not discriminate in its admission standards or methods and will be accessible to all qualified students statewide ages 15 to 21 who have untraditional education trajectories. ChallengeU PCCS will make a concerted effort to maintain nondiscriminatory preferences and procedures while also ensuring a statewide racial and ethnic balance in the school. The process will be aided by collaborations and outreach initiatives with local community and youth organizations. ChallengeU PCCS will draw students and families who are most committed to success in a virtual school environment that will direct students toward graduation and postsecondary options. We will ensure that our message is widely distributed and well understood through intensive community outreach and open disclosure about the school's curriculum. ChallengeU PCCS will give parents and students a clear and accurate image of the online learning experience as part of that process so they may choose the best course of action for their needs. Parent events, school activities, and online and physical information sessions will all be used to achieve this. Prior to enrollment, ChallengeU PCCS will strongly urge families to attend information sessions so that they understand the model and their role in the school.

Using the Genius SIS, Imagine Learning provides accurate demographic and student information gathering and analysis. Reports for the Board and PDE will subsequently be produced using the data obtained through the Genius SIS. Additionally, those data can be utilized to assess and improve the school's outreach and recruitment tactics as needed. The Board will prioritize responsibility and follow all rules and laws pertaining to the protection of student data.

No tuition: ChallengeU PCCS will not levy tuition or any other unlawful fees, as a Pennsylvania public school.

Non-sectarian: ChallengeU PCCS will not follow any particular religion in any of its programs, admissions criteria, hiring procedures, or other business dealings, as it is a public school.

Place of residence: Except for those restrictions or preferences that are mandated or permitted by law, admission to ChallengeU PCCS will not be based on a student's, or their parent's or guardian's, residence in Pennsylvania. However, the admissions procedure for the school would involve a stringent screening process to confirm residency (Address check). This crucial procedure will guarantee that the school will only accept students who are Pennsylvania residents.

ChallengeU PCCS shall abide by all applicable laws, rules, and regulations from the federal, state, and local levels regarding student enrollment. In addition, ChallengeU PCCS will not impose enrollment criteria that are at odds with these rules and regulations. Regarding homeless students, these policies and regulations include adherence to the McKinney-Vento Act. The CEO will act as the homeless pupils' point of contact. Students who fit the criterion of "homeless" are not prohibited from enrolling because they lack the necessary paperwork.

ChallengeU PCCS may temporarily "freeze" enrollment at certain points during the academic year in order to conform to state reporting and regulatory standards, testing procedures, and/or restrictions. During the "enrollment freeze," students can still register and submit paperwork. Students will be able to finish the enrollment procedure after the brief "enrollment freeze" is lifted. The CEO will be given permission by the Board to define and carry out these transient enrollment freeze periods. These dates will be communicated to the students' families.

In accordance with Section 1723-A, ChallengeU PCCS will be accessible to all students in the state based on space availability and will not discriminate in its admissions policies or practices on the basis of a person's intellectual ability, athletic ability, measures of achievement or aptitude, status as a person with a disability, English language proficiency, or any other factor that would be prohibited if used by a school district.

For public school admittance and funding in Pennsylvania, students must meet minimum and maximum age criteria or meet the conditions for an exception specified in state rules. The maximum age for high school pupils is 21 years of age, according to 22 Pa. Code Section 11.12.

The school's website will provide interested families with state-specific enrollment eligibility requirements. For student acceptance, the school will follow by all national, state, and local laws and regulations.

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

The admissions procedure for ChallengeU PCCS shall be transparent and equitable. The admissions process for ChallengeU PCCS will abide by IDEA 2004 and Civil Rights Protections. ChallengeU PCCS will adhere to the same federal and state audit requirements as other public schools in Pennsylvania and comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. The proposed admission/enrollment policy is attached in the Appendix to this application.

- 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.

Tentative Enrollment and Lottery Dates (Subject to Change) Enrollment Dates:

- Enrollment Begins: 3/1/2023
- Lottery Determination Date/Close of Open Enrollment: 4/1/2023
- Lottery If Needed: 4/10/2023

Lottery Procedure (if required)

Should there be the setting of firm enrollment limits, the following procedure will be implemented:

During the spring semester of each academic year, ChallengeU PCCS will host an open application session for the next academic year. For the first year, in accordance with Section 1723-A, if there are more students who have finished the enrollment process than the enrollment cap allowed for the school year, after accounting for students of parents or guardians who actively participated in the development of the school, a random lottery will be held to determine who is eligible to enroll.

ChallengeU PCCS shall publish the date, time, and place of the lottery on its website enrollment page if a random number lottery is required. The public is invited to the lottery, although attendance is not necessary. Grade clusters may or may not be used to conduct the lottery. Depending on the number of students who acquire an enrollment preference, the grade order in which the lottery is drawn and the total number of students chosen may change each year. A randomly generated electronic lottery will be used by ChallengeU PCCS to choose attendees.

The public is invited to the lottery, although attendance is not necessary. If a random number lottery is required, ChallengeU PCCS will publish the details on the enrollment page of its website, including the date, time, and venue. Students who weren't chosen will be added to a waiting list in the order of their lottery number and given the opportunity to enroll as space

becomes available once all slots have been filled through the lottery. The waiting list is only valid for the current academic year and cannot be carried over.

If a student applies and is not accepted in a given year, in the next year a fresh application must be submitted. After the first year of operation, ChallengeU PCCS will give priority enrollment to the following groups of students: (1) Those who have been admitted through a fair admissions process and who continue to attend through subsequent grades; (2) Siblings of those who have been admitted to or are enrolled at ChallengeU PCCS; and (3) Children of those who have actively contributed to the development of the cyber charter school, including Board members. An offer of enrollment will be made to the lottery winners. The student must accept the enrollment offer within a certain time frame to avoid losing their spot to the person on the waiting list after them.

After accepting an offer of enrollment, students will have a set amount of time to finish all enrollment criteria or risk losing their spot to the person on the waiting list. There will not be a cap on enrollment, thus ChallengeU PCCS does not feel a lottery will be necessary.

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

ChallengeU PCCS's mission is to help re-enrolled OA-UC students maximize their potential and reach their postsecondary goals through a uniquely individualized learning program. ChallengeU PCCS aspires to ensure a statewide racial and ethnic balance in the school through its cooperation and outreach initiatives. ChallengeU PCCS will cover a large portion of the state through community outreach, and both parents and OA-UC students will have a comprehensive grasp of the online learning experience so they can make the best decisions for their futures and education. ChallengeU PCCS will attract those students and families who are most committed to re-enrolling and re-engaging in school in a cyber setting. Students will be admitted using the ChallengeU PCCS enrollment method described in this application in a non-discriminatory manner while also receiving a Personalized Learning Plan and Graduation Map to maximize individual accomplishment. Families will receive considerable help from dedicated teams at ChallengeU PCCS throughout the registration process to make sure they are supported and comprehend the cyber school model.

ChallengeU PCCS aspires to be able to serve as many eligible OA-UC students as possible without having to impose an enrollment cap or use a lottery. However, in the event that a cap is put in place and more applicants than there are spaces allotted are accepted, ChallengeU PCCS's lottery selection procedure enables fair and equitable selection of students.

3. Human Resource Information

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

The Board will contract a Business Manager and a School Attorney, and directly employ administrators, guidance counselors, and teaching staff. The Board will also hold a contract with ChallengeU Pennsylvania School Management, who will employ support staff such as Graduation Coaches. The Board has chosen to contract with ChallengeU Pennsylvania School Management, who will primarily be responsible for school operations (subsequent to an affirmative vote of the Board, which has not yet taken place). Some elective course teachers will be contracted through Imagine Learning, who has extensive experience in recruiting, screening, and qualifying staff for high-quality charter schools. Imagine Learning serves and reports to ChallengeU PCCS. The elective courses taught by Imagine teachers will allow the school to greatly expand its offerings to make the school more attractive and engaging to its students.

Hiring a CEO/Principal

The CEO/Principal will be considered the Lead School Administrator at ChallengeU PCCS. Through the Statement of Agreement with the Board, ChallengeU Pennsylvania School Management will provide administrative support to the Board as it recruits the CEO and then provides administrative support to the CEO as he/she recruits staff. The Board must give its permission before the CEO can hire or fire staff members. Since the CEO must be hired before staff recruitment, it is anticipated that the hiring process would start as soon as the charter is approved.

Jobs will be posted and advertised through several channels to start the CEO search process. The job description will be examined by the Board to make sure expectations are stated clearly and duties are defined. The implementation of strategies to draw in highly skilled employees will involve posting on LinkedIn as well as professional and institutional websites like Idealist and PA REAP. Additionally, ChallengeU PCCS representatives will attend employment fairs all throughout the state. Because the school leader will serve as both the CEO and Principal, they will necessarily be a certified school Principal in Pennsylvania. The CEO/Principal will be chosen, selected, and hired by the Board. The ideal candidate for the position of lead school administrator will have an advanced degree, at least five years of teaching experience, and some management or administrative expertise. Ideal candidate would be a former principal with strong communication skills and a background in technology. While adhering to the school's objective, the CEO/Principal will forge consensus and motivate teachers to impart knowledge, students to learn, and parents to participate in their children's education. The CEO/Principal will be in charge of managing all aspects of the school's operations while collaborating with instructors, support personnel, parents, and students to virtually facilitate the student instructional program. The Board hopes to appoint a nominee by the spring of 2023.

All applicants will also go through a thorough screening process that includes background checks, extensive reference checks, an evaluation of their technological aptitude and a social media background check, among other checks mandated by state law. While the Board will be in

charge of overarching governance, the CEO/Principal will be in charge of running the school on a daily basis. The CEO/Principal will be assessed by the Board yearly based on performance. Meeting school objectives, assessing assigned competencies, and feedback from other important stakeholders like the personnel at ChallengeU PCCS and Imagine Learning who work with the CEO/Principal will all be taken into consideration when determining annual performance. The CEO/Principal will also have salary scales, performance standards, a performance appraisal system, and disciplinary guidelines adopted by the Board.

Hiring Support Staff and Teachers

Continued professional development is needed for cyberlearning. Candidates for employment opportunities at ChallengeU PCCS will be screened in part based on their comfort level with technology and their emphasis on personalizing education for students. The school will hire employees through a number of avenues, such as conventional job advertising techniques, networking with educational groups, outreach via enrolled families, and specialized outreach to social workers looking for an alternative atmosphere. Subject area teachers, Special Education teachers, guidance counselors, school administrators and ESL teachers will be hired by the board, following recruitment and interviews with the CEO.

Core content teachers will be direct employees of PCCS. Some elective teachers may be contracted through Imagine Learning. Teachers employed through either method will be high quality teachers knowledgeable in their content areas and certified in Pennsylvania.

The employment histories of candidates for roles involving direct contact with children will be evaluated. Even if they continue to be employed by the same independent contractor, employees of independent contractors are still required to take part in the employment history review before beginning work with a new school organization.

Even if the applicant is not being employed for a post for which certification is necessary, these extra measures will be taken for all applicants who are educators. The Board will be in charge of approving all school positions and hires with support and recruitment provided by ChallengeU Pennsylvania School Management.

Graduation Coaches will be hired directly by ChallengeU PA School Management and will be evaluated by that contractor for their efforts in support of the school. The ideal time to hire Coaches is at least 30 days before the start of the academic year. All applicants will also go through a thorough screening process that includes background checks, extensive reference checks, a technical skills assessment, and any other checks mandated by state law.

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

The targeted teacher/student ratio is 1:35 for general education, 1:20 for special education, and 1:20 for English Language Learners. Graduation Coaches, contracted through ChallengeU Pennsylvania School Management, will have a 1:35 teacher/student ratio.

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

For teacher training and professional development, the Board will work closely with ChallengeU Pennsylvania School Management (as reflected in the attached budget). ChallengeU Pennsylvania School Management's professional development curriculum incorporates training, which is in line with the student curriculum, student pedagogy, student information system, data, evaluation systems, and other services.

Teacher professional development is crucial to ensure that the staff is effective in teaching in a cyber environment and taking the Pennsylvania Academic Standards into account in their everyday instructional practices. Teachers will benefit from continuing, efficient professional development. A detailed program handbook will be made available to teachers as a resource. With student achievement as a priority, teachers will have solid foundations for teaching in a cyber environment. Teachers will stay current on the path to become experts in cyber learning by participating in professional learning communities, receiving weekly teacher updates, and receiving cyber learning training.

ChallengeU Pennsylvania School Management will concentrate on coordinating, planning, delivering, and constantly supporting professional learning activities through a structured and all-inclusive multi-year professional development plan. The Professional Development team offers educators opportunities for professional development that are intended to improve teaching quality, raise student achievement, and customize learning for students getting ready for college and careers.

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

Upon charter approval, the CEO/Principal will work with the Board to employ, fix the salaries of, assign, terminate, and discharge all employees of ChallengeU PCCS. General information on employee policies and procedures are described below, and a forthcoming Employee Handbook will be reviewed by Board Counsel to ensure all policies comply with applicable federal and state labor laws, regulations, and rules. The staff handbook will be approved by the Board before published or disseminated to employees.

Salaries

ChallengeU PCCS will offer competitive compensation with annual performance-based salary reviews and annual bonus incentives based on school and individual performance.

For teaching positions, a salary range will be determined based on research of market compensation and financial considerations at the time of posting. Initial employment offers will be based on specific criteria, including years of experience, education, and other relevant skills/qualifications. After the initial hire, compensation increases and incentives will be based on performance. Teachers may receive an annual salary increase based on performance ratings.

Both salary increases and bonus incentive payouts are contingent on the fiscal performance of the school and the bonus incentive is tied to teacher's intent to return for the next school year. The Board will have the ability to adjust the percentages in the event that the school does not meet financial expectations.

Contracts

All employment is "at-will" as governed by the laws in the state of Pennsylvania. Employment can be terminated by either the employee or the employer at any time, for any reason, with or without notice. Offers of employment are contingent upon satisfactory reference and background checks as well as receipt of valid certification documents and fingerprint clearances as required or any other approvals as listed in the offer letter.

Hiring

The principles of equal employment opportunity are vital to the school's success and extend to all aspects of employment including recruitment, hiring, assignment, training, compensation, benefits, terminations, educational assistance, social and recreational programs, promotions, and transfers. ChallengeU PCCS is committed to creating and fostering a work environment free from unlawful discrimination and harassment and one in which decisions and terms of employment are not based in any way on race, creed, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, or veteran status, or other category protected by law.

Additionally, a manager who has a personal or professional relationship with an applicant for employment must disclose this relationship in writing at the outset of the hiring process. In order to maintain objectivity in hiring decisions, it may be necessary for the manager to be excused from the interview process.

Dismissal

Notice and Severance: We will request that employees who plan to resign notify their manager in writing at least two working weeks prior to their last day. For those employees in a supervisory capacity, three weeks of notice will be requested. Vacation and other forms of leave should not be used during the notice period. The purpose for advance notice will be to provide for an orderly transition of the employee's duties in a professional manner. Employees who are considered at risk for accessing confidential information during the notice period may have their duties adjusted during this time period or may be requested to work at home or may be excused from their work responsibilities. The right to work through the end of a notice period is at the school's discretion.

Last Pay and Payment of Leave: Employees who resign or are terminated will be paid through the last day worked, including any overtime worked. Employees will be paid for unused vacation leave according to the terms of the vacation policy. An employee will be considered to have terminated employment as of the last day worked, for all pay and benefits purposes. Medical,

dental, and vision benefits end on the last day of the month in which the employee has terminated employment.

Return of Property and Equipment: As provided in the property and equipment policy, an employee must return any of these items in their possession no later than their last regular day of employment. On or before the employee's last day of employment, the employee will be required to sign a Certificate of Separating Employee, certifying that the employee has returned all company materials. If an employee fails to return company property, they may be billed for the value of any property and equipment issued and not returned in working condition equivalent to when it was received, normal wear and depreciation excluded.

Continuation of Benefits: The Consolidated Omnibus Budget Reconciliation Act (COBRA) allows eligible employees to extend health insurance for up to 18 months (at their own expense) following termination of employment. Additional information about COBRA will be provided in the Employee Benefits Guides.

Exit Interviews: In instances where an employee voluntarily leaves the school's employ, we would like to discuss the reasons for leaving and any other impressions that employee may have about the school. If the employee decides to leave, the employee will be asked to grant the school the privilege of an exit interview. During the exit interview the employee can express himself/herself freely. It is hoped that this exit interview will provide insight into possible improvements we can make. All information will be kept confidential to the extent possible.

Benefits

Employees will have access to a robust benefits package including health benefits (medical, dental, and vision coverage). In addition, employees will have the opportunity to take advantage of a variety of voluntary benefits including tuition assistance, a confidential employee assistance program, certain discount programs, term life and accident insurance, as well as other voluntary benefits.

Per charter school law, ChallengeU PCCS will offer a package of health care benefits similar to an aggregate of local school districts. Employees will also receive annual paid time off to include annual holidays, vacation, personal, and sick leave, as well as additional forms of leave such as bereavement leave and jury duty leave, as needed.

E. Identify the proposed faculty.

ChallengeU PCCS has not yet hired any faculty. The Board will interview candidates and choose the CEO/Principal after the charter application is approved but before the school is opened. The CEO's input shall be respected by the Board when making hiring choices. The CEO/Principal will be an administrator in Pennsylvania with a secondary principal certification, which necessitates completing a course of study at a college or university and amassing five years of substantive teaching experience.

The English Language Learning and special education departments will be established, the Imagine Learning Curriculum will be used, and teachers, coaches, and guidance counselors will

be hired after the CEO/Principal has been hired. This will be done in collaboration with the Board and ChallengeU Pennsylvania School Management. All teachers abide by the Pennsylvania charter school statute, which stipulates that at least 75% of the professional staff at a charter school must possess the necessary state certification.

Furthermore, Pennsylvania charter schools must adhere to the federal law's standards for Highly Qualified Teachers. At least a bachelor's degree is required for teachers at ChallengeU PCCS, and they must also show proficiency in the fundamental subject areas they teach. Federal law also stipulates that teachers working in public charter schools must fulfill certification standards that may be different from those for full state certification. In Pennsylvania, regardless of whether they have state certification, all charter school teachers of core content subjects at all grade levels must meet two requirements in order to be considered highly qualified: (1) they must have a bachelor's degree or higher; and (2) they must exhibit subject matter expertise in each core content area and grade level they teach. Teachers can utilize a passing score on the relevant PRAXIS content area test in the subject area of their teaching assignment as proof of their subject matter expertise. The completion of a topic area major or a graduate degree in the subject of their teaching assignment is another way for teachers to demonstrate their expertise. The National Board for Professional Teaching Standards (NBPTS) Certification in the primary subject matter of the assignment allows teachers with three or more years of classroom experience to demonstrate subject matter proficiency.

Counselors with master's degrees and specialized training are adept at assisting pupils in overcoming non-academic obstacles in both school and life. Counselors will be properly certified in Pennsylvania.

Coaches will hold at least a bachelor's degree and be trained on social-emotional learning, working with at-risk youth, and in coaching through a trauma-informed lens. See the description of the Graduation Coach position included in the Appendix to this application for more details.

- 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.

Currently, we do not anticipate that the founders will have any direct contact with students. The founders will become the Board, which will place day to day responsibility for management of the school directly into the hands of the CEO. The founders/board members will not be involved in the daily operations of the school.

- 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.

As noted above, we do not anticipate that the founders will have any direct contact with students. The founders will become the Board, which will place day to day responsibility for management

of the school directly into the hands of the CEO. The founders/board members will not be involved in the daily operations of the school.

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

ChallengeU PCCS will ensure the school complies with the regulations for Highly Qualified and Certification of Charter School Teachers that stipulates “At least 75% of the professional staff of a charter school must hold appropriate Pennsylvania certification. The charter must list the general qualifications for non-certificated staff and additional criteria are established. 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.”

During the interview and onboarding process, transcripts, certifications, and test scores will be submitted to the ChallengeU PCCS onboarding team for initial evaluation. These documents will be kept by onboarding until the employee 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. ChallengeU PCCS will review all documentation to ensure that the employee does have the necessary documentation and experience to be labeled ‘Highly Qualified’ under the NCLB and Pennsylvania state regulations. This includes making sure the employee holds at least a bachelor’s degree from an accredited college or university and demonstrates subject matter competency for the core content area through completion of a PRAXIS test, major/graduate degree or obtaining a National Board for Professional Teaching Standards certificate.

If an employee has not submitted the necessary documentation, the ChallengeU PCCS and ChallengeU Pennsylvania School Management Human Resources teams will contact the employee to ensure that the documentation is produced.

4. Code of Conduct

A. Discuss any rules or guidelines governing student behavior.

ChallengeU PCCS is committed to providing a safe, supportive, productive, and nurturing learning environment for all students. This commitment is communicated through the school's handbook and its collectively created school culture. As part of the enrollment process, all students must read the school handbook.

The school will have a thorough student handbook with a clear and equitable set of expectations for students, Graduation Coaches, and faculty members. The manual will be made available to parents and guardians at the start of the enrolling process.

All students are required to act appropriately. ChallengeU PCCS anticipates being able to successfully handle student disciplinary issues by maintaining a tailored, high-expectation environment. The handbook will outline the expectations for student behavior and outline what

to do in case of transgression. To manage student discipline, ChallengeU PCCS shall adhere to legal due process guidelines. The cyber curriculum will also enable the school to reduce the number of academic pauses brought on by suspensions.

The school will place a high value on academic integrity and expect all stakeholders to recognize that cheating, plagiarism, and other forms of academic dishonesty run opposed to the ideals of academic success and negatively affect the majority of students who engage in them. Students deprive themselves of the chance to completely develop their intellectual faculties by indulging in academic misconduct. All students will be expected to sign the Honor Code as part of the school's orientation procedures, attesting to their comprehension of the standards for academic honesty. Throughout the academic year, it is expected that students will uphold the Honor Code, and that any assignments turned in to fulfill course or class requirements are the students' own unique creations. Students' dedication to academic integrity and excellence will be strengthened by the Honor Code. Students who are suspected of engaging in unsuitable academic behavior will be addressed right away and will face the disciplinary measures outlined in the handbook.

An explanation of the rights of students with disabilities, a list of infractions that may result in suspension or expulsion, techniques the school will use to promote effective discipline, and rules and procedure for due process are all included in the handbook. Policies for suspension and expulsion will be developed and adopted by ChallengeU PCCS and published in the student handbook. Discipline, suspension, and expulsion rules at ChallengeU PCCS will abide by the rights of students as well as any applicable laws.

The protection of the rights of intellectually disabled children through the fair application of due process will be reflected in the school handbook. If the removal does not result in a change of placement, a student with a disability may be expelled from school for disciplinary reasons to the same extent that it applies to non-disabled children.

In accordance with 24 P.S. § 17-1723-A(b)(1), ChallengeU PCCS will not discriminate in its discipline policies or practices on the basis of a student's intelligence, their disability status, their English language proficiency, or any other factor that would be illegal under applicable state and/or federal laws. The Procedural Safeguards Notice, which is accessible through PaTTAN, as well as Chapter 711 of Title 22 of the Pennsylvania Code (which adopts by reference 20 U.S.C. 1415(k) and 34 CFR 300.530-300.536) contain special guidelines for the exclusion of children with disabilities for disciplinary reasons in Pennsylvania.

Cyber Learning Policies

Technology use will be encouraged at ChallengeU PCCS to support student learning. Teachers will create a secure setting where students may ask questions to deepen their understanding. Each instructor builds a relationship of trust with each of his or her students, ensuring a secure learning environment for all.

The Board intends to choose a technology supplier that will implement Internet filtering software and enhance the security settings on all computers.

Any sort of harassment, hazing, or other damaging behavior that can result in student emotional or physical injury to students will be absolutely prohibited by ChallengeU PCCS. The school handbook will provide a list of the school's policies on these unlawful actions. A key component of the ChallengeU PCCS professional development is staff training on student safety.

Administrators, instructors, families, and students will receive bullying prevention strategies from ChallengeU PCCS. The impact of bullying and the reasons it is crucial for schools to create and maintain bullying prevention methods will be emphasized during a portion of the training. ChallengeU PCCS will publish a copy of its anti-bullying policy on its website as required by law.

ChallengeU PCCS will support the promotion of positive social relations between members of the school community. "Prohibited behaviors" as defined by ChallengeU PCCS include harassment, intimidation, bullying, cyberbullying, or hazing toward a student, by other students, staff, or third parties. These intolerable acts will be detailed in the school handbook and will cover aggressive behavior, physical, verbal, and psychological abuse, as well as violence in romantic relationships. Whether or not the target of the prohibited behavior is a member of a legally protected group, such as sex, sexual orientation, race, color, national origin, marital status, age, or disability, these manners of conduct are acts of intimidation and harassment and are strictly prohibited.

The participation in clubs, activities, e-mail messages, discussions, and message boards, as well as in-person activities like state testing, field trips, open houses, and any other in-person school-related activities on or off school property are all covered by this policy. It also applies to cyber-related activities like discussion boards and office hours. Every student is urged to report situations that they feel to be prohibited behavior aimed toward them, and every staff member is required to do so, according to the school handbook. All complaints will be investigated, and the required disciplinary actions will be taken in accordance with the school rules.

Student Safety

Graduation Coaches will be expected to interact with teachers, other members of the school staff, and families in order to carry out their professional responsibilities in promoting student safety and wellbeing. In order to address any issues, they will be requested to consult with other parties as necessary, always keeping the safety and welfare of the students first.

Families can get help from technical support with installing applications that use DNS filtering to automatically block inappropriate, phishing, and identity theft websites. Technical support can help families install cyber security software and change browser security settings to prevent unwanted activities.

ChallengeU PCCS understands the need of having a school safety plan in accordance with 22 Pa. Code Chapter 10 et seq. ChallengeU PCCS is dedicated to giving pupils a secure, disciplined learning environment. To make this a reality, the Board will create a thorough school safety plan that integrates Act 26's provisions and includes processes for handling emergency situations, as well as a timeline for finalizing ChallengeU PCCS's safety plan. The plan will be modified and changed to meet the "actual" needs of the school, the facility, its personnel, and the community

when the staff have been chosen and hired. The document will be reviewed and updated at that time. The following actions will be conducted in order to assess and amend the final safety plan:

- Establish a School Safety Committee with the participation of the Board, the school administration, community members, local law enforcement and fire department personnel, and parents.
- Review the "Safe Schools Act" (Act 26).
- Review the safety plans for the neighborhood school districts to confirm legal compliance.
- Look at other communities' safety plans for inspiration on presentation and substance.
- Create deadlines and goals.
- Draft a school safety strategy.
- Distribute a draft safety plan for evaluation to the Board, the school administration, and neighborhood partners.
- Complete the School Safety Plan.

The primary duty of the CEO and any other individuals they appoint will be to ensure student safety. They will be in charge of ChallengeU PCCS's security systems, monitoring student conduct, and reporting Act 26 breaches. All staff members will also be required to report any inappropriate behavior in the school setting to administration. The main duty of the personnel is to foster an environment that values education and respect. Additionally, students will be expected to model respect, discipline, and focus. Staff members will bear a special responsibility for setting an example of proper and safe behavior, as well as for correcting or reporting inappropriate or unsafe behavior or incidents to the school administration.

All school staff are required to report suspected abuse in accordance with 23 P.S. 6311 et seq. and must do so as follows: The law mandates that when child abuse is suspected, school employees must make an oral statement as soon as possible to ChildLine, a statewide hotline, at 1-800-932-0313, or submit a written report online. A written report, which may be provided online, must be followed up by a school staff within 48 hours of making an oral report to ChildLine. The report must be personally written by the mandated reporter. As long as they do not in any way interfere with the reporting process, ChallengeU PCCS administration may support the school employee in making the report (for instance, sitting with the school employee for encouragement if the school employee feels uneasy throughout the process). The school employee should then let management know about the report. The faculty is not obligated to look into the allegations, to confirm the abuse, or even to know the identity of the individual who is thought to have abused a child. When a school staff member has cause to suspect child abuse, their duty is to file a complaint. ChildLine will forward the report to the proper county child welfare agency, who will look into the situation and might get in touch with a school official if they need more details or have more concerns. All staff members must complete the necessary

reporting training, according to ChallengeU PCCS. Mandated reporters who work for an organization that is licensed, supervised, or registered with the Department of Human Services, as well as mandated reporters who hold a professional license or certification under the Department of State, will need to complete training.

Possession of Weapons

Weapons ownership is illegal in schools because it poses a risk to the wellbeing of children and staff. Any knife, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument, or device capable of causing significant physical injury are all considered weapons. When a weapon is discovered on a student's person, in their locker, desk, backpack, or in their vehicle, and they are in control of it while on school grounds, on property that is being used by the school, at any school-sponsored event, at a school function, on a vehicle that transports them to a school or school-related event, they are considered to be in possession of the weapon.

Students will not be permitted to possess or bring weapons or replica weapons into any school buildings, onto school property, to any school-sponsored event, or onto any public transportation system that provides transportation to or from school.

Any student who breaches this no-weapons policy will be expelled by the Board for a minimum of one year. Such a disciplinary action will be taken in accordance with the formal due process procedures mandated by law and board policy. On a case-by-case basis, the Lead School Administrator may suggest modifying this expulsion criteria (24 P.S. 13-1317.2).

ChallengeU PCCS will take all necessary actions to abide by all applicable state and federal laws and regulations, board policies, the procedures outlined in the memorandum of understanding with local law enforcement, and any other applicable requirements in the case of a student with a disability, including a student for whom an evaluation is still pending.

In the event of knowledge or information regarding the possession of a firearm, the CEO or designee will respond without delay. This will be done in accordance with state law and regulations, the protocols outlined in the agreement with local law enforcement officials, and the emergency preparedness plan for the school (22 Pa Code Chapter 10 et seq).

In accordance with state law and regulations, the protocols outlined in the memorandum of understanding with local law enforcement, and Board policies, the CEO or designee will immediately report incidents involving weapons on school property, at any school-sponsored event, or on a vehicle providing transportation to or from a school or school-sponsored activity (22 Pa Code Chapter 10 et seq).

Any parent or guardian of a student who is directly involved in a weapon-related incident as a victim or suspect will be notified as soon as it is practical by the CEO or designee. The parent/guardian will be informed by the CEO or designee whether or not the local police department that has jurisdiction over the school property has been or may be notified of the incident. Attempts to contact the parent or guardian will be documented by the Lead School Administrator or designee (22 Pa Code Chapter 10 et seq).

In line with state law, the CEO shall submit an annual report to the Office for Safe Schools on the necessary form detailing all instances involving the possession of a weapon by July 31. (24 PS 13-1303-A).

The CEO shall annually educate faculty, students, and parents/guardians about the Board policy banning weapons as well as their own responsibility for the school community's health, safety, and welfare.

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

For students under the age of 18, Parents are asked to work with the school administration to support pupils in maintaining conduct that is in line with the school's regulations. The student handbook will also contain the student code of conduct.

Discipline Measures

The school will use warning, suspension, and expulsion as its three levels of disciplinary action. Definitions of conduct breaches that apply to each level are listed along with potential disciplinary sanctions.

Warnings

When a student receives a warning from the school, they will meet (in person or over the phone) with their guardian(s) and the appropriate administrators. The incident will also be formally recorded in writing and added to the student's permanent record. There won't be any disruptions to the student's education and no expulsion from the class. When a student behaves in ways that are inconsistent with what is expected of them, but not in ways that warrant suspension or expulsion from school, a warning will be given.

Suspension

When a student is suspended, Imagine Learning Edgenuity or another school-sponsored program or activity will be temporarily unavailable to him or her. The CEO will decide how long a suspension will last (up to 10 days at a time). A student's permanent record will have written documentation of their suspension.

The ability of a student to log in to and/or access specific portions of Edgenuity will be restricted during a period of suspension as determined by the Lead School Administrator. Access to student email, message boards, online clubs and activities, as well as the entire Edgenuity, may be revoked. In such cases where the student's access is completely revoked, Graduation Coaches and/or the guidance department will reach out to the student to provide and/or administer the student's assignments. During a suspension, the student should keep up with their academic obligations. Among the conduct violations that may result in suspension are, but are not restricted to, the following:

- Acts that are classified as criminal or delinquent under federal, state, and any applicable municipal or county criminal ordinances.
- Sexual harassment referring to any unwanted or unwelcome sexual behavior, whether it be verbal, nonverbal, or physical, that is made a requirement for participation in school

activities or programs, either explicitly or implicitly. This behavior materially hinders a student's ability to learn or creates an intimidating, hostile, or offensive learning environment.

- Disruptive behavior is defined as willful behavior that: (1) materially interferes or disrupts the operation of the school or the structured conduct of any public school activity, including classes; or (2) causes an administrative authority to reasonably anticipate that such interference or disruption is likely to occur unless precautionary action is taken.
- Disruptive gang-related behavior.
- Refusal to identify self refers to a person's deliberate refusal to appropriately identify oneself when asked by school employees who are known to the person or who have been identified as such.
- Deliberate refusal of a student to follow the legitimate instructions or orders of school officials whose duties involve student monitoring.
- Cheating on exams or daily tasks: A student who intentionally participates in copying, using another's work while passing it off as their own (for instance, sending their work electronically for another student to use), or who gives out test solutions or answer keys to other students, or who otherwise makes use of unauthorized materials during an assignment or assessment.
- Plagiarism is when a student uses someone else's words, work, or ideas without giving due credit to the author and attempts to pass it off as their own. Plagiarism can happen intentionally (with the aim to deceive) or unintentionally (due to poor referencing). Copying text from a book, pasting text from the Internet, and asking relatives or friends for assistance with schoolwork are all examples of this.
- A student who participates in abusive language or behavior in front of others—either physically or virtually—is engaging in abusive behavior.
- Bullying: When a student consistently acts badly toward another student in an effort to exert control over that person.
- A student who engages in verbal, written, graphic, or physical conduct that is sufficiently severe, pervasive, or persistent to interfere with or limit an individual's ability to participate in or benefit from the school's programs and that: 1) has the intention or effect of creating an intimidating or hostile environment; and 2) is unreasonable in nature is considered to be engaging in harassment.
- Vandalism: When a pupil deliberately harms or destroys school supplies or documents (physical or electronic). The school reserves the right to get in touch with the appropriate law enforcement agency(ies) in these situations.
- Taking money or other items (physical or electronic) with the aim to deprive another person or the school of those items is considered theft or robbery. Violence or threats of violence are regarded as significant breaches of conduct. The school reserves the right to get in touch with the appropriate law enforcement agency(ies) in these situations.
- If a student violates the acceptable use policy in any way, they may face sanctions, including suspension. This would entail declaring oneself as a parent.
- Persistently breaking any disciplinary rules.

Expulsion

A student who is expelled from school for disciplinary reasons will be removed permanently or for an extended length of time. A student's dismissal will be recorded in writing and added to their permanent record.

Expulsion may result from offenses such as conduct that poses a major risk to other people's safety, the possession of firearms, dangerous weapons, bombs, or explosives, criminal activity, arson, and being intoxicated, in possession of, or selling drugs or drug paraphernalia. Children who have been classified as exceptional are suspended or expelled in accordance with all pertinent state and federal policies, rules, and laws. Unless the school complies with the demands of the relevant laws, it will not be permitted to reprimand pupils covered by Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act (IDEA), or the American with Disabilities Act (ADA).

Discipline for Students with Disabilities

If a student with a disability disobeys a code of conduct, they may be punished for up to 10 days in accordance with the actions outlined herein. If a student receives many infractions that result in suspensions longer than 10 days, the school will assess whether the infractions were caused by their disability. The school will apply the discipline procedures to the student in the same way and for the same period of time as the procedures would be administered to students without disabilities if it deems that the violation is not a manifestation of the student's disability. If it is discovered that the student's impairment was the cause of the violation, the school will carry out a functional behavior evaluation and create a behavior plan to address the issue and prevent future occurrences.

Exclusion from School may take the form of suspension or expulsion.

1. Exclusion from school for one to ten consecutive school days constitutes suspension.
 - The Lead School Administrator or his/her designee may give suspensions.
 - A student cannot be suspended before being told of the grounds for the suspension and being given the opportunity to react. When it is obvious that the school community's health, safety, or welfare is in danger, prior notice of the proposed suspension is not required.
 - When a student is suspended, the parents or legal guardians are informed promptly in writing.
 - The student and parent will be provided the chance for an informal hearing in accordance with the standards of the Pennsylvania Code when the suspension lasts longer than three school days.
 - Suspensions may not be extended consecutively beyond the first 10-day term.
 - During a suspension as a form of discipline, students will be required to make up missing tests and assignments. They will be given the time to do so as long as they follow the Board's rules.
2. Expulsion is defined as the Board's decision to exclude a student from school for a term longer than 10 school days, with the possibility of a permanent removal from the student rolls. According to the Pennsylvania Code, expulsions must first undergo a formal hearing.

- The student will be enrolled in his or her regular class up until the Board's hearing and decision in an expulsion case, with the exceptions described below.
 - A student may be expelled from school for longer than 10 school days if it is determined following an informal hearing that his or her attendance in his or her regular class poses a threat to the health, safety, or welfare of others and a formal hearing cannot be held during the suspension period. Without a formal hearing, a student may not be suspended from class for more than 15 days unless both sides agree to it. Any pupil who is thus excluded will get alternate instruction, which might involve home study.
 - Even if they are expelled, students under the age of 17 are still required to attend school and will receive education.
3. The student's parents or guardians are initially responsible for providing the necessary education, either by enrolling the student in another school, tutoring, or correspondence courses, or by enrolling the student in another educational program that has been approved by the CEO. If the student is over age 18, the student's parents will not be responsible for their child's education.
 4. The parents or guardians must give written verification to ChallengeU PCCS that the appropriate education is being delivered or that they are unable to do so within 30 days of the Board's decision. Within 10 days of receiving the notification, ChallengeU PCCS will make arrangements for the pupils' education if the parents or legal guardians are unable to offer the necessary education. According to the Individuals with Disabilities Education Act of 2004, educational assistance must be given to students who have disabilities.
 5. To ensure that the child will receive a suitable education, ChallengeU PCCS may take action in accordance with 42 Pa.C.S. Chapter 63 (related to the Juvenile Act) if the authorized educational program is not followed. Refer to Pennsylvania Code 12.1(b) for information on free attendance and education.

Exclusion from classes—in-school suspension

1. Prior to the suspension taking effect, a student must be notified of the reasons for the suspension and given the chance to respond. Otherwise, the student may not receive an in-school suspension.
2. The suspension action will be followed by a communication to the parents or legal guardians.
3. In accordance with the procedures outlined in the Pennsylvania Code, the student and the student's parents or guardians will be offered an informal hearing with the Lead School Administrator or designee before the 11th school day when the in-school suspension lasts longer than 10 consecutive school days.
4. ChallengeU PCCS will be in charge of providing for the student's education during the in-school suspension time.

Hearings

Due process shall be provided to pupils if they are to be excluded from school because education is a statutory entitlement. A formal hearing may be requested by the student in cases when expulsion is a possibility.

All expulsion proceedings must go through a formal hearing. The hearing may be held in front of the Board, a duly appointed hearing examiner, a duly authorized Board committee, or both. A majority vote of the entire Board will be necessary to expel a student when the hearing is conducted by a committee of the Board or a hearing examiner. The formal hearing will adhere to the following due process requirements:

1. The student's parents or legal guardians will be notified of the charges via certified letter.
2. The hearing will be announced at least three days prior to the scheduled time and location. The hearing notification will include the expulsion policy, a warning that the student may seek legal representation, and the hearing process. When a student proves a need for an extension, the student may ask for the hearing to be rescheduled.
3. Unless the parent or student wants a public hearing, the hearing will take place in private.
4. The parent or guardian may pay for the student to have legal representation and may accompany the student to the hearing.
5. The student has the right to get information about the witnesses who testified against him or her, including copies of their affidavits and testimonies.
6. The student has the right to ask that the witnesses give a personal appearance and take part in cross-examination.
7. The student is entitled to testify and call witnesses in support of themselves.
8. A written or audio record of the hearing must be retained. The student has the right obtain a copy at their own cost.

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

Student Attendance

The state's public schools require students to adhere to all legal obligations. A required amount of instructional hours must be completed each year, in addition to 180 days of attendance at school. Families are urged to have pupils finish roughly 30 hours of school every week, or 990 hours per academic year, in order to make the state's required number of instructional hours per year manageable. Dedicated instructional hours, ultimately, will vary by pacing option and student needs. Every attendance requirement will be listed in the handbook and in Board policy. Without overly relying on punitive measures for non-attendance, the school will promote the value and significance of school attendance in its publications outlining attendance rules. To graduate from ChallengeU PCCS, students must earn 21 credits and pass all prerequisite courses. This can be accomplished if the student completes 1 credit of additional coursework each summer in addition to earning 6 credits each fall and spring semester for 3 years. To finish

2 courses and receive credits, the student must put in up to 8 hours each day for 6 weeks in the summer. If permitted by their Graduation Coach and CEO, students may complete more.

The required hours of instruction and attendance will be calculated based on the fiscal school year (July 1 through June 30). By completing lessons, exams, portfolio items, laboratories, office hours, meetings with coaches, going on educational field trips, taking part in state-mandated assessments, and engaging in other educational activities, students can accrue hours of schooling each day and/or each week. A student's documented attendance hours may be reduced if they skip required office hours, tutoring sessions, state assessments, or staff members' phone calls and emails.

Students should be aware that the school calendar indicates the days on which teachers will be available to them, even if there is greater flexibility in a cyber program than in a regular school with regard to when instruction takes place.

School Responsibilities

Listed below are ChallengeU PCCS's responsibilities as it pertains to student attendance:

- **Review Attendance Records:** Instructors and coaches will check and review attendance records weekly.
- **Monitor Attendance Issues:** Coaches will keep an eye on students' attendance concerns. They will get in contact with families that have a history of poor attendance and seek to keep them on track. Teachers and administrators will also note excused absences and can, if required, change attendance records (with the appropriate evidence).
- **Preserving the Integrity of the Attendance Data:** After a certain point, the attendance system forbids further editing of the attendance data. Any requests for modifications to the previously validated records must be submitted (in writing) to the school for inspection, approval, and modification.
- **Official Attendance Records:** The official record of attendance will be kept in the Imagine Learning Edgenuity system. To ascertain if a student is completing the necessary minimum number of instructional hours, it is merely one of many sources that are used. Even with frequent support and intervention from the teacher or school, if a student consistently falls behind in their work, the school or teacher may take further action, up to and including formalizing truancy proceedings by notifying the student's district of residence.

Attendance Status and Escalation Protocols

At all times, enrolled students are in one of four attendance statuses:

- On-Track [no issues]
- Approaching Alarm
- Alarm
- Exempt [special circumstances]

On rare occasions, a student will not be suitable for any of the first three escalation statuses. All program criteria will still be applied even if the student will be given the status of "Exempt," meaning that escalation will not be necessary. A student's attendance status will depend on a number of factors and be determined by a mix of measurements that show whether they are adequately participating in the program and hence attending. This includes the precise number of hours of attendance that were actually tracked by lesson and assessment completion rates, dates, and the volume of teacher and coach interactions. A student will be put in an Alarm status if their work completion rates are not on pace or if they don't regularly communicate with their teacher or Graduation Coach. A student who is in the Approaching Alarm status runs the risk of being taken off the active rolls. If a student is absent for 10 or more days in a row, they will be taken off the active roster. The school and family (or student if 18+) will collaborate to help the student's attendance to resume its normal course. The student will be elevated to the Alarm status if the school's repeated efforts are unsuccessful; this might happen quickly and result in the student being removed from the school's active duties.

Truancy

ChallengeU PCCS will be expected to collaborate with the family to develop a Truancy Elimination Plan (TEP) if a student is not fully participating in the program or has had more than three unapproved absences (for students under the age of 18). The TEP will be created collaboratively with involved stakeholders through a school-family conference, as per the PDE's Compulsory Attendance and Truancy Elimination Plan Basic Education Circular. This conference is necessary after the school notifies the student's parent/guardian of the student's third unexcused absence. Since they are the first to identify students who may have attendance concerns, teachers and coaches are the first line of defense for mandatory attendance. As a result, a strategy will be put into practice, which may include but is not limited to:

- Discussing with students and families the school's attendance and student responsibility policies;
- Getting in touch with the student's parent or guardian when absent;
- Having one-on-one conversations with students to go over the reason(s) for their absence;
- Following up with the Lead School Administrator (or other designated administration);
- Providing school counselors with referrals; and
- Working in concert with student assistance teams as necessary.

Upon the third unexcused absence, the school will inform the parent/guardian that a joint conference is required. All those engaged in the student's life will be invited to the school-family conference to discuss ways to improve the student's attendance at school. Positive outcomes will be facilitated by maintaining open communication between the learner and adults. The goal of the school-family meeting is to talk about the truancy's root causes and create a mutually beneficial plan to encourage regular school attendance. The school-family meeting will give both parties the chance to pinpoint, comprehend, and investigate every problem influencing the student's truant behavior. The student's and their family's participation will be a key element of this conference. Additionally, where required, participants from pertinent and/or related community-based agencies, community and school services, and school staff will be invited. A TEP will be created collaboratively with the student and other meeting attendees during the

school-family conference. The following topics will be covered at the school-family conference, among others:

- The student's educational environment's suitability;
- Potentially negative aspects of the learning environment at school;
- The student's present academic standing and requirements;
- Problems with social, emotional, bodily, mental, and behavioral health;
- Concerns with the family and the home environment; and
- Any additional problems that have an impact on the student's attendance.

The attendees of the school-family meeting will work cooperatively to carry out a comprehensive analysis to identify the reason(s) the student is acting truantly. Each participant will be responsible for and have a stake in coming up with a strategy that will help the student achieve academically and socially. The school-family conference will also give the chance to make sure that the student and family are both aware of the legal repercussions of failing to comply with the state's obligatory attendance laws. This approach will encourage a thorough awareness and appreciation of truancy's underlying causes as well as its negative effects on individuals and society as a whole. The creation of a thorough TEP that is comprehended, approved, and supported by the student, the parent/guardian, the school representatives, and all other conference participants will be the main objective of the school-family conference. The following elements may be part of the TEP, although they are not required to be:

- Determination and delivery of suitable academic supports by the institution and/or relevant community organization(s);
- Determining and offering suitable social, emotional, physical, mental, and behavioral health assistance from the school and/or community organization(s);
- The identification of problems in the educational environment that hinder students' achievement and remedies for these problems;
- An explanation of the student's TEP-related strengths and obligations;
- A description of the family's strengths and obligations in relation to the TEP;
- clarification of the method(s) utilized to assess the TEP's efficacy;
- An explanation of how each stakeholder will be affected if the TEP is not completely executed; and
- A discussion of the advantages of a TEP implementation that is successful.

After each unapproved absence, the parent or guardian will receive a notice. Unlawful absences won't result in a formal response until the school has tried everything to work with the parent or guardian to address the student's truancy and until the student has three unauthorized absences during the school year. Schools play a key role in a child's support system and offer several opportunities to help students and families.

1. First Unlawful Absence

A notification of unlawful absence will be given to the parent or guardian. The warning will include the legal sanctions set by law for breaking the conditions of mandatory attendance. The name and phone number of a school contact person will be provided in addition to the legal penalties. Then, parents will have a designated person to get in touch with to ask for help dealing with the child's truant behavior.

2. Second Unlawful Absence

A second notice of unauthorized absence will be sent to the parent or guardian. The legal sanctions set by law for failure to comply with mandatory attendance requirements as well as the name and contact information for a school contact person will once again be included. Additionally, the parent should receive another aid offer.

3. Third Unlawful Absence

A third notice of unlawful absence will be sent to the parent or guardian by certified mail, delivering "formal notice of child's third illegal absence." The penalties for failing to comply with the compulsory attendance requirements as they apply to both the student and the parent/guardian will be attached to this notice, along with information stating that, three days after receiving this notice, the student or parent/guardian who fails to comply with the compulsory attendance requirements once more will be held responsible without further notice. ChallengeU PCCS will organize a family/school meeting to talk about the reasons behind the child's absences and to create a resolution strategy that is acceptable to all parties. The child's educational environment, present academic challenges, physical or behavioral health concerns, and family/environment issues are all topics that will be discussed at the school/family meeting. All participants will sign a detailed School Attendance Improvement Plan (SAIP) that has been approved by the school representative, the child, and the parents and/or family at the conclusion of the conference. A breakdown of parent and student obligations, access to academic and social/health supports from the school and community organizations, and various performance monitoring levels with rewards and penalties could all be included in the plan.

4. Subsequent Unlawful Absence

If a child is unlawfully absent at any time during the school year, an official notice of unlawful absence will be sent home after agreeing to a SAIP or if there is not agreement on a TEP and three days have passed since the parent/guardian received the official notice of the child's third illegal absence. This letter is intended to notify the parent or guardian of the child that the child has broken the SAIP, or, if there is no SAIP, to notify the parent or guardian that the child has again broken the compulsory attendance rules. It also informs the parent or guardian that a notice has been made to the school district of residence, which will result in a citation being sent right away to the magisterial district judge. The notice will be sent via certified mail to make sure it reaches the parent or guardian. Following this stage, the school is not required to notify parents of absences in writing; however, ChallengeU PCCS will continue to phone the parent/guardian to alert them of any subsequent instances of truancy.

5. Referral to County Children and Youth Agency

Any child who is habitually absent and has reached the age of 13 (and is below 18) may be referred by the school to the county children's and youth agency for services instead of being prosecuted. These services may include addressing any family problems that may be the cause of the child's absenteeism or adjudication as a dependent child under the Juvenile Act.

After these steps have been followed, if a child of any age continues to be absent from school, ChallengeU PCCS may submit weekly citations to the local magistrate district judge. If truant behavior persists after a plan has been put in place, it is critical that the local magisterial district court be kept informed. When a student has three or more days of unapproved absences, ChallengeU PCCS will notify the student's home district of the absences. According to the Public School Code, the school district is in charge of enforcing the legislation requiring mandatory attendance.

Regular attendance is essential to ensuring that students learn as much as possible. With regard to the number of hours students spend working on coursework each day and the days of the week they finish it, ChallengeU PCCS will give students a great amount of flexibility. Legally speaking, it is the responsibility of parents and/or legal guardians to guarantee that their children are engaging completely in school.

The following has to take place to prevent truancy:

- The pupil completes the required lessons and tests
- According to data on the Imagine Learning Edgenuity Platform, the student engages in educational activities for the required amount of hours.
- The student is available to speak with teachers and Graduation Coaches on a regular basis and check in via phone.
- The student can show that he or she is doing their own work.
- The pupil takes the necessary state exams.
- If a student, parent, or legal guardian needs to vary from the regular school calendar, they notify the school in advance.

5. Timetable

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

Figure 21. Timetable for School Opening

Tasks	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	Aug 2023
Application															
Research and write application	X	X	X	X	X										
Submit charter application					X										
PDE approves application								X							
Governance															
Develop and approve policies	X	X	X	X	X	X	X	X	X	X					
Approve parent and student handbook								X	X	X	X	X	X		
Conduct training					X	X	X	X	X	X	X				
Hold regular meetings				X	X	X	X	X	X	X	X	X	X	X	X
Legal															
Secure counsel			X	X					X	X	X				
Execute contract with Imagine Learning										X	X	X			
File Nonprofit Articles of incorporation					X										
Review and execute charter								X	X	X					
File for 501c3 status									X	X					
Secure Insurance			X	X					X	X	X				
Personnel															
Determine payroll and benefits compliance			X	X	X	X	X	X	X	X	X	X	X		
Establish staffing model	X	X	X												
Determine certification and background check requirements	X	X	X								X	X			
Approve employee handbook	X	X	X					X	X	X	X				
Approve employment policies	X	X	X					X	X	X	X				
Recruit CEO/Principal candidates								X	X	X	X				
Review CEO/Principal candidates								X	X	X	X				
Select CEO								X	X	X	X	X			
Train CEO											X	X	X	X	X
Recruit remaining staff								X	X	X	X	X	X	X	X
Train staff													X	X	X
Facility															
Procure letter of intent to lease		X	X	X											
Identify/tour sites		X	X	X	X	X	X			X	X				
Select preliminary sites/RFP's							X	X	X	X	X				
Negotiate and finalize lease									X	X	X				
Renovate and build-out									X	X	X	X	X	X	
Secure inspections											X	X	X	X	X
Secure Certificate of Occupancy												X	X	X	X
Move in for school start														X	X

ChallengeU Pennsylvania Cyber Charter School Application

Curriculum															
Verify state course codes		X	X					X	X						
Ensure alignment to state standards								X	X	X	X				
Determine course limits and restrictions		X	X					X	X						
Complete any necessary curriculum enhancements								X	X	X	X	X	X		
Student Recruitment															
Determine marketing budget		X	X	X											
Create website				X	X										
Launch website				X	X										
Develop and implement outreach plan		X	X			X	X	X	X	X	X	X	X	X	X
Create info session presentation					X	X	X	X	X	X					
Host parent/student information sessions				X	X	X	X	X	X	X	X	X	X	X	X
Application period								X	X	X	X	X	X	X	X
Enrollment period										X	X	X	X	X	X
Hold student/parent orientation											X	X	X	X	X
Finance/Business/Data Reporting															
Finalize and approve school budget								X	X	X					
Establish bank account								X							
Apply for start-up grants								X	X	X	X	X	X	X	X
Determine eligibility and application process for Title and/or IDEA funding											X	X	X	X	X
Establish external data reporting protocols and procedures								X	X	X	X	X	X	X	X
Secure independent auditor											X	X	X	X	X
Validate State Legal Entity created, authorized, and required regulatory reporting								X							
Student Services															
Determine requirements for Special Education and ELL		X	X	X											
Determine requirements for Gifted and Talented		X	X	X											
Research IEP and enrollment age specification		X	X	X											
Research Graduation Pathways for Pennsylvania		X	X	X											
Confirm minimum graduation requirements		X	X	X											
Research post-graduate partnerships		X	X	X				X	X	X	X	X	X		
Work with CEO/Principal to create SMART goals								X	X	X	X	X			
Work with CEO/Principal to create school plan(s)								X	X	X					
Technology															
Determine technology offering rules		X	X	X				X	X	X					
Develop a Technology Plan								X	X	X					
Install and test technology at site													X	X	X
Purchase student Chromebooks, hotspots, etc											X	X	X	X	
Research and Assessment															
Determine state test requirements, dates	X	X	X										X	X	
Determine the proficiency levels for the state assessment	X	X	X												
Create a state testing plan	X	X	X							X	X	X			
Research and hire outside evaluator												X	X	X	

6. Safety

A. Submit written documentation of intent to comply with all applicable safety requirements, including the following to demonstrate the safety and structural soundness of the school:

- Inspection by a local building inspector.
- Inspection by a local fire department.
- Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.
- Compliance with all other federal, state, and local health and safety laws and regulations.
- Application for certificates, licenses, etc. are part of the planning process.

Note: All necessary certificates and occupancy permits must be issued and in effect prior to the opening of the charter school. **Preliminary clearances on all these requirements should be obtained prior to a lease being executed.**

Safety of School Building

The school will comply with all applicable federal, state, and local laws, rules, and regulations relating to health and safety of the facilities. ChallengeU PCCS will adhere to all necessary procedures for city planning review. Together with the landlord, ChallengeU PCCS will make sure that the building inspector and fire department in the area inspect the property.

ChallengeU PCCS shall, if necessary, ask the municipal licensing authorities for permission before using any explosives and flammable substances or liquids in conjunction with courses offered at the school (we do not anticipate this happening).

As part of the planning process, ChallengeU PCCS will apply for certificates, licenses, and other necessary permits.

Compliance with Health and Safety Laws

All local building, zoning, and health and safety regulations will be met by ChallengeU PCCS or will be modifiable to bring the school into compliance.

Certificates of Occupancy

No additional zoning will be needed because students will only visit the school headquarters on a drop-in basis and won't congregate there for daily educational activities. Before the charter school may begin, the relevant licenses and permissions for occupancy must be obtained and valid. Prior to signing a lease, preliminary approvals for each of these conditions should be acquired.

ChallengeU PCCS will make sure the building has a certificate of occupancy, air-conditioning, heating, fluorescent lighting, bathrooms for men and women, parking, is accessible to people with disabilities, and is fully furnished with sprinklers and other fire protection tools. Any regional learning center facilities that ChallengeU PCCS plans to use for testing, related services, etc. shall be zoned accordingly.

7. School Health Services

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

In order to facilitate enrollment, offer services to students, and satisfy the obligations of Article XIV: School Health Services of the Public School Code, ChallengeU PCCS will enter into contracts with regional health service providers across the Commonwealth. This includes contracting of a school nurse in proportion of 1:1500 students or less.

The parent/student handbook will provide information to parents and students about the school's health services, including requirements, help, and programs the school provides to children.

The school will fulfill all school health services as required under Article XIV of the Public School Code (e.g., hearing tests, height and weight measures, health record keeping, access to school nurse, etc.).

The school will comply with all applicable health record privacy laws in keeping records secure and confidential (e.g., FERPA laws).

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

Through agreements with local health service providers, school nursing services may include:

- A vision examination
- An audio test
- A weight-to-height ratio calculation for children using the child's height and weight measurements.
- Tuberculosis tests conducted under physician supervision
- Any other tests that the Advisory Health Board may decide necessary to safeguard the child's health. At least yearly vision exams will be performed, and other tests will be performed at intervals decided upon by the Advisory Health Board. ((a) amended by P.L.1092, No.114 on July 11, 2006)

The results of the tests, measures, routine examinations, and special examinations will all be included in ChallengeU PCCS's thorough health record, which will be kept confidential. Additionally, medical questionnaires filled out by the student's parent or legal guardian will be included in the health record of the student.

School nurses will be contracted at a ratio of 1:1500 students or less.

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Intro & Assumptions

ChallengeU Pennsylvania Charter School

worksheet key

notes

general notes

- all expenses & revenues are variable based on # of students, staff members, etc; these variables are explicitly stated in each line item

At anytime, the Management company will provide a line of credit to the school at market rate. This will be important at the beginning of the first school year to cover the cashflow before the pupil funding payment are received

The Management company will provide a loan to the school at market rate to cover the start-up costs, 5 years term with no reimbursement until the second year of school operation

key sensitivities

- HR cost is the major expense driver; salaries are currently estimated to rise at the rate of inflation, but this is uncertain

			2024	2025	2026	2027	2028
REVENUES							
6000 Revenues from Local Sources							
1	6600 Food Service Revenue (See Instructions about Food Service Revenues)	-	-	-	-	-	-
2	6700 Revenues from LEA Activities	-	-	-	-	-	-
3	6800 Revenues from Intermediary Sources/Pass Through Funds	-	-	-	-	-	-
4	6910 Rental Income	-	-	-	-	-	-
5	6920 Contributions/Donations/Grants from Private Sources	-	-	-	-	-	-
6	6942 Summer School Tuition	-	-	-	-	-	-
7	6944 Regular Education	-	1,711,629	3,013,064	5,610,891	8,260,372	10,865,271
8	6944 Special Education	-	1,369,564	2,410,910	4,489,567	6,609,556	8,693,872
9	6980 Revenue from Community Services Activities	-	-	-	-	-	-
10	Other Revenues from Local Sources	-	-	-	-	-	-
11	6000 Total Revenues from Local Sources	-	3,081,194	5,423,975	10,100,458	14,869,928	19,559,143
7000 Revenue from State Sources							
12	7320 Rental and Sinking Fund Payments/Building Reimbursement Subsidy	-	-	-	-	-	-
13	7330 Health Services (Medical, Dental, Nurse, Act 26)	-	-	-	-	-	-
14	7505 Ready to Learn Block Grant	-	-	-	-	-	-
15	7600 Revenue from Milk, Lunch and Breakfast Program	-	-	-	-	-	-
16	Other Revenues from State Sources	-	-	-	-	-	-
17	7000 Total Revenues from State Sources	-	-	-	-	-	-
8000 Revenue From Federal Sources							
18	8512 IDEA, Part B	-	-	28,505	52,196	99,124	148,820
19	8514 Title I	-	43,740	80,093	152,101	228,358	306,318
20	8515 Title II	-	4,860	8,899	16,900	25,373	34,035
21	8516 Title III	-	-	-	-	-	-
22	8517 Title IV	-	10,000	10,000	10,000	10,000	10,000
23	8530 Child Nutrition Program	-	-	-	-	-	-
24	8800 Medical Assistance Reimbursements	-	-	-	-	-	-
25	Other Revenues from Federal Sources	-	-	-	-	-	-
26	8000 Total Revenues from Federal Sources	-	58,600	127,497	231,198	362,855	499,174
9000 Other Financing Sources							
27	Proceeds of Debt	190,000	-	-	-	-	-
28	Provide Description if field is used	-	-	-	-	-	-
29	Provide Description if field is used	-	-	-	-	-	-
30	Provide Description if field is used	-	-	-	-	-	-
31	9000 Total Other Financing Sources	190,000	-	-	-	-	-
32	TOTAL REVENUES / SOURCE OF FUNDS	190,000	3,139,794	5,551,472	10,331,656	15,232,784	20,058,317
EXPENDITURES*							
200 Benefits							
33	210 or 270 Total Group Insurance	16,022	235,028	338,786	594,459	854,683	1,129,209
34	220 Total FICA	4,797	63,495	88,644	150,550	209,820	268,636
35	230 & 291 Total Retirement	3,135	41,500	57,938	98,398	137,137	175,579
36	240 & 250 Total Unemployment and Workers' Compensation	822	11,852	16,620	28,560	39,563	50,508
37	Total All Other Benefits	-	-	-	-	-	-
38	200 Total Benefits	24,775	351,875	501,987	871,966	1,241,204	1,623,933
1000 Instruction							
100 Salaries							
39	1100 Total Regular Programs	-	300,000	494,400	891,156	1,376,836	1,755,794
40	1200 Total Special Programs	-	265,000	334,750	599,409	814,082	1,041,096
41	1300 Total Vocational Education	-	-	-	-	-	-
42	1400 Total Other Instructional Programs	-	-	-	-	-	-

43	1700 Total Higher Education Programs for Secondary Students	-	-	-	-	-	-
44	100 Total Salaries	-	565,000	829,150	1,490,565	2,190,918	2,796,889
	300 Purchased Professional and Technical Services						
45	1200 - Special Ed Services	-	135,000	247,200	469,448	704,809	945,427
46	1100 - Instruction Ed Services	15,000	558,000	1,216,000	2,596,000	4,300,000	5,824,000
47	Provide Description if field is used	-	-	-	-	-	-
48	Provide Description if field is used	-	-	-	-	-	-
49	Provide Description if field is used	-	-	-	-	-	-
50	300 Total Purchased Professional And Technical Services	15,000	693,000	1,463,200	3,065,448	5,004,809	6,769,427
	400 Purchased Property Services						
51	Provide Description if field is used	-	-	-	-	-	-
52	Provide Description if field is used	-	-	-	-	-	-
53	Provide Description if field is used	-	-	-	-	-	-
54	400 Total Purchased Property Services	-	-	-	-	-	-
	500 Other Purchased Services						
55	580 - Transportation	-	-	-	-	-	-
56	Provide Description if field is used	-	-	-	-	-	-
57	Provide Description if field is used	-	-	-	-	-	-
58	500 Total Purchased Other Services	-	-	-	-	-	-
	600 Supplies						
59	1100610 - Supplies	-	4,500	8,240	15,648	23,494	31,514
60	1100640 - Books	-	59,000	166,480	206,297	271,987	313,028
61	1100650 - Tech Related	-	234,000	428,480	813,710	1,221,669	1,638,741
62	Provide Description if field is used	-	-	-	-	-	-
63	Provide Description if field is used	-	-	-	-	-	-
64	600 Total Supplies	-	297,500	603,200	1,035,655	1,517,150	1,983,284
	700 Property						
65	Student F&E	-	3,600	6,592	12,519	18,795	25,211
66	Tech Related	-	162,000	222,480	427,543	587,887	747,338
67	Provide Description if field is used	-	-	-	-	-	-
68	700 Total Property	-	165,600	229,072	440,061	606,682	772,549
	800/900 Other						
69	830 - Debt Service	-	-	58,122	58,122	58,122	58,122
70	Provide Description if field is used	-	-	-	-	-	-
71	Provide Description if field is used	-	-	-	-	-	-
72	800/900 Total Other	-	-	58,122	58,122	58,122	58,122
73	1000 Total Instruction	15,000	1,721,100	3,182,744	6,089,852	9,377,681	12,380,272
	2000 Support Services						
	100 Salaries						
74	2100 Total Student Support Service	18,150	55,000	113,300	175,049	240,400	309,515
75	2200 Total Instructional Staff Support	-	-	-	-	-	-
76	2300 Total Administration	44,550	210,000	216,300	302,357	311,427	405,183
77	2400 Total Pupil Health	-	-	-	-	-	-
78	2500 Total Business	-	-	-	-	-	-
79	2600 Total Operation and Maintenance of Plant Services	-	-	-	-	-	-
80	2700 Total Supervision of Student Transportation Services	-	-	-	-	-	-
81	2800 Total Central Support Services	-	-	-	-	-	-
82	100 Total Salaries	62,700	265,000	329,600	477,405	551,827	714,698
	300 Purchased Professional and Technical Services						
83	2500 Business Services	40,000	176,000	364,000	640,500	862,000	1,054,000
84	2500 Audit Services	-	20,000	20,600	30,000	40,000	40,000
85	2350 Legal Service	15,000	20,000	20,600	21,218	21,855	22,510
86	2270 Professional Development	-	36,000	52,530	95,481	134,405	175,579
87	2500 Payroll Services	-	1,800	2,627	4,774	6,720	8,779
88	2300 E-rate Support	-	15,000	15,450	15,914	16,391	16,883
89	2370 - Community Relations	20,000	180,000	576,000	1,180,000	1,720,000	2,464,000

90	2380 - Staff Services - HR	-	72,000	105,060	190,962	268,811	351,159
91	2400 - Nurse	-	9,000	16,480	31,297	46,987	63,028
92	Provide Description if field is used	-	-	-	-	-	-
93	300 Total Purchased Professional And Technical Services	75,000	529,800	1,173,347	2,210,145	3,117,169	4,195,938
	400 Purchased Property Services						
94	2600440 - Rentals	7,800	88,900	116,010	181,196	254,868	299,116
95	2600420 - Utiliti es	1,050	9,275	10,905	14,296	20,174	23,439
96	2600410 - Cleaning	1,350	11,925	14,021	18,380	25,939	30,135
97	Provide Description if field is used	-	-	-	-	-	-
98	Provide Description if field is used	-	-	-	-	-	-
99	Provide Description if field is used	-	-	-	-	-	-
100	Provide Description if field is used	-	-	-	-	-	-
101	Provide Description if field is used	-	-	-	-	-	-
102	Provide Description if field is used	-	-	-	-	-	-
103	Provide Description if field is used	-	-	-	-	-	-
104	400 Total Purchased Property Services	10,200	110,100	140,936	213,872	300,981	352,690
	500 Other Purchased Services						
105	2600523 - General Property and Liability Insurance	-	39,419	46,654	60,995	75,698	90,175
106	2300530 - Communications	-	7,800	11,382	20,688	29,121	38,042
107	2300550 - Printing and Binding	-	1,200	1,751	3,183	4,480	5,853
108	2300 - postage	-	1,620	2,364	4,297	6,048	7,901
109	Travel	-	3,600	5,253	9,548	13,441	17,558
110	Provide Description if field is used	-	-	-	-	-	-
111	Provide Description if field is used	-	-	-	-	-	-
112	Provide Description if field is used	-	-	-	-	-	-
113	Provide Description if field is used	-	-	-	-	-	-
114	Provide Description if field is used	-	-	-	-	-	-
115	500 Total Purchased Other Services	-	53,639	67,404	98,710	128,788	159,529
	600 Supplies						
116	2380610 - Supplies	-	4,500	8,240	15,648	23,494	31,514
117	Provide Description if field is used	-	-	-	-	-	-
118	Provide Description if field is used	-	-	-	-	-	-
119	Provide Description if field is used	-	-	-	-	-	-
120	Provide Description if field is used	-	-	-	-	-	-
121	Provide Description if field is used	-	-	-	-	-	-
122	Provide Description if field is used	-	-	-	-	-	-
123	Provide Description if field is used	-	-	-	-	-	-
124	600 Total Supplies	-	4,500	8,240	15,648	23,494	31,514
	700 Property						
125	F&E	-	10,000	2,575	6,896	6,010	6,190
126	Tech Related	-	15,000	6,438	17,240	31,416	22,510
127	Provide Description if field is used	-	-	-	-	-	-
128	Provide Description if field is used	-	-	-	-	-	-
129	Provide Description if field is used	-	-	-	-	-	-
130	700 Total Property	-	25,000	9,013	24,135	37,426	28,700
	800/900 Other						
131	2600810 - Dues and Fees	-	-	-	-	-	-
132	Provide Description if field is used	-	-	-	-	-	-
133	Provide Description if field is used	-	-	-	-	-	-
134	800/900 Total Other	-	-	-	-	-	-
135	2000 Total Support Services	147,900	988,039	1,728,538	3,039,916	4,159,685	5,483,070
	3000 Operation of Non-Instructional Services						
	100 Salaries						
136	3100 Total Food Services	-	-	-	-	-	-
137	3200 Total Student Activities	-	63,000	115,360	219,076	328,911	441,199
138	3300 Total Community Services	-	-	-	-	-	-

139	100 Total Salaries	-	63,000	115,360	219,076	328,911	441,199
	<i>300 Purchased Professional and Technical Services</i>						
140	Food Service	-	-	-	-	-	-
141	Provide Description if field is used	-	-	-	-	-	-
142	Provide Description if field is used	-	-	-	-	-	-
143	300 Total Purchased Professional And Technical Services	-	-	-	-	-	-
	<i>400 Purchased Property Services</i>						
144	Provide Description if field is used	-	-	-	-	-	-
145	Provide Description if field is used	-	-	-	-	-	-
146	Provide Description if field is used	-	-	-	-	-	-
147	400 Total Purchased Property Services	-	-	-	-	-	-
	<i>500 Other Purchased Services</i>						
148	3200 500 Purchased Services	-	-	-	-	-	-
149	Provide Description if field is used	-	-	-	-	-	-
150	Provide Description if field is used	-	-	-	-	-	-
151	500 Total Purchased Other Services	-	-	-	-	-	-
	<i>600 Supplies</i>						
152	Provide Description if field is used	-	-	-	-	-	-
153	Provide Description if field is used	-	-	-	-	-	-
154	Provide Description if field is used	-	-	-	-	-	-
155	Provide Description if field is used	-	-	-	-	-	-
156	Provide Description if field is used	-	-	-	-	-	-
157	600 Total Supplies	-	-	-	-	-	-
	<i>700 Property</i>						
158	Provide Description if field is used	-	-	-	-	-	-
159	Provide Description if field is used	-	-	-	-	-	-
160	Provide Description if field is used	-	-	-	-	-	-
161	700 Total Property	-	-	-	-	-	-
	<i>800/900 Other</i>						
162	Provide Description if field is used	-	-	-	-	-	-
163	Provide Description if field is used	-	-	-	-	-	-
164	Provide Description if field is used	-	-	-	-	-	-
165	800/900 Total Other	-	-	-	-	-	-
166	3000 Total Operation of Non-Instructional Services	-	63,000	115,360	219,076	328,911	441,199
	4000 Facilities Acquisition, Construction, and Improvement Services						
	<i>300 Purchased Professional and Technical Services</i>						
167	Provide Description if field is used	-	-	-	-	-	-
168	Provide Description if field is used	-	-	-	-	-	-
169	Provide Description if field is used	-	-	-	-	-	-
170	300 Total Purchased Professional And Technical Services	-	-	-	-	-	-
	<i>400 Purchased Property Services</i>						
171	Provide Description if field is used	-	-	-	-	-	-
172	Provide Description if field is used	-	-	-	-	-	-
173	Provide Description if field is used	-	-	-	-	-	-
174	400 Total Purchased Property Services	-	-	-	-	-	-
	<i>500 Other Purchased Services</i>						
175	Provide Description if field is used	-	-	-	-	-	-
176	Provide Description if field is used	-	-	-	-	-	-
177	Provide Description if field is used	-	-	-	-	-	-
178	500 Total Purchased Other Services	-	-	-	-	-	-
	<i>600 Supplies</i>						
179	Provide Description if field is used	-	-	-	-	-	-
180	Provide Description if field is used	-	-	-	-	-	-
181	Provide Description if field is used	-	-	-	-	-	-
182	600 Total Supplies	-	-	-	-	-	-
	<i>700 Property</i>						

ChallengeU Pennsylvania Charter School

		Start-up costs	2024	2025	2026	2027	2028
Revenues							
Local							
Per pupil funding - regular education	\$	-	\$ 1,711,629	\$ 3,013,064	\$ 5,610,891	\$ 8,260,372	\$ 10,865,271
Per pupil funding - special education	\$	-	\$ 1,369,564	\$ 2,410,910	\$ 4,489,567	\$ 6,609,556	\$ 8,693,872
Total local funding	\$	-	\$ 3,081,194	\$ 5,423,975	\$ 10,100,458	\$ 14,869,928	\$ 19,559,143
State							
Facilities Grant							
Total state funding							
Federal							
Title I			\$ 43,740	\$ 80,093	\$ 152,101	\$ 228,358	\$ 306,318
Title II			\$ 4,860	\$ 8,899	\$ 16,900	\$ 25,373	\$ 34,035
Title IV			\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Federal Lunch Program							
IDEA pass-through				\$ 28,505	\$ 52,196	\$ 99,124	\$ 148,820
Total federal funding			\$ 58,600	\$ 127,497	\$ 231,198	\$ 362,855	\$ 499,174
Management company loan	\$	190,000					
Total Revenues	\$	190,000	\$ 3,139,794	\$ 5,551,472	\$ 10,331,656	\$ 15,232,784	\$ 20,058,317
Expenditures							
personnel expenses		87,475	1,181,875	1,660,737	2,839,936	3,983,948	5,135,520
contracted services		75,000	1,222,800	2,636,547	5,275,593	8,121,978	10,965,366
student activities			63,000	115,360	219,076	328,911	441,199
insurance			39,419	46,654	60,995	75,698	90,175
consumable supplies			9,000	16,480	31,297	46,987	63,028

travel, telephone, printing		14,220	20,749	37,715	53,090	69,354
curriculum, software and tech assistance	15,000	293,000	594,960	1,020,007	1,493,656	1,951,769
equipment		190,600	238,085	464,197	644,108	801,250
site costs	10,200	110,100	140,936	213,872	300,981	352,690
Loan and interest			58,122	58,122	58,122	58,122
Total Expenditures	\$ 187,675	\$ 3,124,014	\$ 5,528,630	\$ 10,220,809	\$ 15,107,480	\$ 19,928,475
Net change in fund balance	\$ 2,325	\$ 15,779	\$ 22,842	\$ 110,846	\$ 125,304	\$ 129,843
Beginning fund balance	0	\$ 2,325	\$ 18,104	\$ 40,946	\$ 151,792	\$ 277,096
Ending fund balance	\$ 2,325	\$ 18,104	\$ 40,946	\$ 151,792	\$ 277,096	\$ 406,938
Revenue check		\$ -	\$ -	\$ -	\$ -	\$ -
Expense check		\$ -	\$ -	\$ -	\$ -	\$ -
Fund Balance (% of Revs)		1%	0%	1%	1%	1%

ChallengeU Pennsylvania C

revenues

revenue inflation rate >>

3.0%

				2024	2025	2026	2027	2028
				2024	2025	2026	2027	2028
revenue growth factor	driver #1	driver #2	start-up	1.00	1.03	1.06	1.09	1.13
local revenues								
driver: projected annual per pupil increase				0%	1%	1%	1%	1%
projected annual per pupil growth factor				1.00	1.01	1.02	1.03	1.04
Per pupil - RegEd	\$ 13,318	per pupil rate		1,711,629	3,013,064	5,610,891	8,260,372	10,865,271
Per pupil - SpEd	\$ 29,838	average per pupil rate		1,369,564	2,410,910	4,489,567	6,609,556	8,693,872
total local revenues				\$ 3,081,194	\$ 5,423,975	\$ 10,100,458	\$ 14,869,928	\$ 19,559,143
state revenues								
Facilities Grant	\$ -	per pupil	market aid ratio	-	-	-	-	-
total state revenues				-	-	-	-	-
federal revenues								
Title I	\$ 450	per applicable stud.		43,740	80,093	152,101	228,358	306,318
Title II	\$ 50	per applicable stud.		4,860	8,899	16,900	25,373	34,035
Title III	\$ -	per applicable stud.		-	-	-	-	-
Title IV	\$10,000 min			10,000	10,000	10,000	10,000	10,000
IDEA Pass-Through	\$ 615	per applicable stud.		-	28,505	52,196	99,124	148,820
Lunch Program	\$ 700	per applicable stud.		-	-	-	-	-
total federal revenues				58,600	127,497	231,198	362,855	499,174
other revenues								
Management company loan			\$ 190,000	\$ -	\$ -	\$ -	\$ -	\$ -
total other revenues				\$ 190,000	\$ -	\$ -	\$ -	\$ -
total				\$ 3,139,794	\$ 5,551,472	\$ 10,331,656	\$ 15,232,784	\$ 20,058,317

Notes

ChallengeU Pennsylvania Charter School

expenses

expense inflation rate >> 3.0%

function	object	driver #1	driver #2	Start-up cost	2024	2025	2026	2027	2028		
expense growth factor					1.00	1.03	1.06	1.09	1.13		
personnel expenses											
Salaries	100	"Personnel" tab		82,700	830,000	1,158,750	1,967,970	2,742,745	3,511,587		
Health & dental ins	210	25.00% of tot. salary	3% real growth rate	15,675	228,728	329,861	578,709	833,158	1,101,909		
Life/disability ins	210	\$ 525.00 per employee		347	6,300	8,925	15,750	21,525	27,300		
FICA	220	7.65% of tot. salary		4,797	63,495	88,644	150,550	209,820	268,636		
403b retirement	230	5.00% employer contrib		3,135	41,500	57,938	98,398	137,137	175,579		
unemployment ins	250	3.70% of 1st \$8K earned		195	3,552	5,032	8,880	12,136	15,392		
workers comp	260	1.00% of tot. salary		627	8,300	11,588	19,680	27,427	35,116		
total personnel expenses				87,475	1,181,875	1,660,737	2,839,936	3,983,948	5,135,520		
contracted services											
Business operation, Governance & Leadership ser	2500	330	\$ -	rate per year	Provided by ChallengeU LLC	25,000	60,000	130,000	250,000	300,000	350,000
Budgeting, administration and Financial Services			\$ -	rate per year	Provided by ChallengeU LLC	15,000	35,000	90,000	125,000	175,000	200,000
Charter choice services			\$ 450		Provided by Charter choice	-	81,000	144,000	265,500	387,000	504,000
Audit Services	2500	330	\$ 20,000	rate per year		-	20,000	20,800	30,000	40,000	40,000
Legal Services	2350	330	\$ 20,000	rate per year		15,000	20,000	20,800	21,218	21,855	22,510
Professional Development	2270	324	\$ 3,000	per FTE	Provided by ChallengeU LLC	-	36,000	52,530	95,481	134,405	175,579
Payroll Services			\$ 150	per FTE	Provided by ChallengeU LLC	-	1,800	2,627	4,774	6,720	8,779
Therapy Services (speech, occ, psych)	1200	329	\$ 3,000	per applicable pupil		-	135,000	247,200	469,448	704,809	945,427
Students Coaching Service including wraparound services, post-grad transition				rate per year per pupil	Provided by ChallengeU LLC	-	558,000	1,218,000	2,598,000	4,300,000	5,824,000
Community outreach & Communication services				rate per year per pupil	Provided by ChallengeU LLC	20,000	180,000	576,000	1,180,000	1,720,000	2,464,000
HR and Employment-Related Services			\$ 6,000	per FTE	Provided by ChallengeU LLC	-	72,000	105,060	190,962	268,811	351,159
E-Rate management	340		\$ 15,000	rate per year	Provided by ChallengeU LLC	-	15,000	15,450	15,914	16,391	16,883
Nurse Services			\$ 50	per pupil		-	9,000	16,480	31,297	48,987	63,028
total contracted services						75,000	1,222,800	2,636,547	5,275,593	8,121,978	10,965,366
student activities											
School activities (field trips, etc.)	3200	500	\$ 350	per pupil	Provided by ChallengeU LLC	-	63,000	115,360	219,076	328,911	441,199
total student activities						-	63,000	115,360	219,076	328,911	441,199
insurance											
property, general liability	2600	520	\$ 18,000	base	0.15% increase per revs	-	22,710	26,327	33,497	40,849	48,087
all other	2600	520	\$ 12,000	base	0.15% increase per revs	-	16,710	20,327	27,497	34,849	42,087
total insurance						-	39,419	46,654	60,995	75,698	90,175
consumable supplies											

administrative	2380	610	\$	25	per pupil	Provided by ChallengeU LLC	-	4,500	8,240	15,648	23,494	31,514
instructional	1100	610	\$	25	per pupil	Provided by ChallengeU LLC	-	4,500	8,240	15,648	23,494	31,514
total consumable supplies							-	9,000	16,480	31,297	46,987	63,028
other services												
travel		580	\$	300	per FTE	Provided by ChallengeU LLC	-	3,600	5,253	9,548	13,441	17,558
telephone/internet		530	\$	650	per FTE	Provided by ChallengeU LLC	-	7,800	11,382	20,688	29,121	38,042
printing & binding		550	\$	100	per FTE	Provided by ChallengeU LLC	-	1,200	1,751	3,183	4,480	5,853
postage & shipping		530	\$	135	per FTE	Provided by ChallengeU LLC	-	1,820	2,364	4,297	6,048	7,901
total other services							-	14,220	20,749	37,715	53,090	69,354
Curriculum, Software and Tech Assistance												
books/supplemental curriculum	1100	640	\$	50	per pupil	Provided by ChallengeU LLC	-	9,000	16,480	31,297	46,987	63,028
instructional software & LMS including curriculum	1100	618	\$	800	per pupil	Provided by ChallengeU LLC	-	144,000	263,880	500,745	751,796	1,008,456
Students and teachers technology assistance services			\$	500	per pupil	Provided by ChallengeU LLC	-	90,000	164,800	312,966	469,873	630,285
Curriculum & Instructional support services					rate per year	Provided by ChallengeU LLC	15,000	50,000	150,000	175,000	225,000	250,000
total Curriculum, Software and Tech Assistance							15,000	293,000	594,960	1,020,007	1,493,656	1,951,769
equipment												
office furniture	2380	750	\$	10,000	start-up + \$500 per FTE	Provided by ChallengeU LLC	-	10,000	2,575	6,896	8,010	8,190
student furniture	1100	750	\$	200	per student	Provided by ChallengeU LLC	-	3,600	8,592	12,519	18,795	25,211
staff computers and software	1100	750	\$	1,250	per new FTE	Provided by ChallengeU LLC	-	15,000	6,438	17,240	31,416	22,510
student computers and printers	1100	750	\$	400	per new pupil	Provided by ChallengeU LLC	-	72,000	57,880	114,577	118,015	117,053
student internet access	1100	757	\$	500	per student	Provided by ChallengeU LLC	-	90,000	164,800	312,966	469,873	630,285
total equipment							-	190,600	238,085	464,197	644,108	801,250
Sites costs and management												
building rent	2800	441	\$	13.00	per sq. ft.	Provided by ChallengeU LLC	7,800	68,900	81,010	106,196	149,868	174,116
facility management	2800	400				Provided by ChallengeU LLC	-	20,000	35,000	75,000	105,000	125,000
cleaning	2800	410	\$	2.25	per sq. ft.	Provided by ChallengeU LLC	1,350	11,925	14,021	18,380	25,939	30,135
utilities	2800	420	\$	1.75	per sq. ft.	Provided by ChallengeU LLC	1,050	9,275	10,905	14,296	20,174	23,439
total Sites costs and management							10,200	110,100	140,936	213,872	300,981	352,690
Start-up Loan and Interest												
Start-up loan yearly payment			\$	190,000	5 years term at 8% with no reimbursement until the second year of school operation		-	-	58,122	58,122	58,122	58,122
total							\$ 187,675	\$ 3,124,014	\$ 5,528,630	\$ 10,220,809	\$ 15,107,480	\$ 19,928,475

ChallengeU Pennsylvania Charter School

personnel

salary inflation rate >> 3.0%

Position	Function	Base salary	FTEs					Salary Expense						
			Start-up posts	2024	2025	2026	2027	2028	start-up	2024	2025	2026	2027	2028
administration														
Principal and CEO	2380	\$ 135,000 \$ / FTE	0.3	1.0	1.0	1.0	1.0	1.0	44,550	135,000	139,050	143,222	147,518	151,844
Assistant Principal	2380	\$ 75,000 \$ / FTE	-	-	-	1.0	1.0	2.0	-	-	-	-	-	-
Admin Assistant	2380	\$ 75,000 \$ / FTE	-	1.0	1.0	2.0	2.0	3.0	-	75,000	77,250	159,135	163,909	263,230
administration - total			0.3	2.0	2.0	4.0	4.0	6.0	44,550	210,000	216,300	302,357	311,427	405,183
instruction														
ELA Teachers (9-12)	1100	\$ 80,000 \$ / FTE	-	1.0	2.0	3.0	5.0	6.0	-	80,000	123,800	190,962	327,818	405,183
Math Teachers (9-12)	1100	\$ 80,000 \$ / FTE	-	1.0	2.0	3.0	5.0	6.0	-	80,000	123,800	190,962	327,818	405,183
Science Teachers (9-12)	1100	\$ 80,000 \$ / FTE	-	1.0	2.0	3.0	4.0	6.0	-	80,000	123,800	190,962	262,254	405,183
Social Studies Teachers (9-12)	1100	\$ 80,000 \$ / FTE	-	1.0	1.0	3.0	4.0	5.0	-	80,000	81,800	190,962	262,254	337,653
Special Education Teachers (9-12)	1200	\$ 80,000 \$ / FTE	-	3.0	4.0	8.0	11.0	14.0	-	180,000	247,200	509,232	721,200	945,427
ESL Teacher (9-12)	1100	\$ 80,000 \$ / FTE	-	1.0	1.0	2.0	3.0	3.0	-	80,000	81,800	127,308	199,691	202,592
instruction - total			0.0	8.0	12.0	22.0	32.0	40.0	-	480,000	741,600	1,400,388	2,098,036	2,701,221
student support														
Dir of Special Education		\$ 85,000 \$ / FTE	-	1.0	1.0	1.0	1.0	1.0	-	85,000	87,550	90,177	92,882	95,688
Guidance Counselors	2120	\$ 85,000 \$ / FTE	0.3	1.0	2.0	3.0	4.0	5.0	18,150	55,000	113,300	175,049	240,400	309,515
student support - total			0.3	2.0	3.0	4.0	5.0	6.0	18,150	140,000	200,850	265,225	333,282	405,183
total			0.7	12.0	17.0	30.0	41.0	52.0	62,700	830,000	1,158,750	1,967,870	2,742,745	3,511,587

Total Staffing	2024	2025	2026	2027	2028
Teacher Staffing	4.0	7.0	12.0	18.0	23.0
Special Education & ELL Staffing	4.0	5.0	10.0	14.0	17.0
Counseling staffing	2.0	3.0	4.0	5.0	6.0
Administration Staffing	2.0	2.0	4.0	4.0	6.0
Total Staffing	12.0	17.0	30.0	41.0	52.0
Staffing / student ratio	15.0	18.8	19.7	21.0	21.5

Staffing ratio	
Staffing	Staffing / student Ratio
Teachers	35
Special Education Teachers	20
ELL Teachers	20
Counselors	250
Special Education Manager	1000
Assistant school principal	500
Administrative assistant	500

ChallengeU Pennsylvania Charter School

students

	2024	2025	2026	2027	2028
students by grade					
K	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	30	40	50	60	70
10	30	60	100	150	200
11	60	100	200	300	400
12	60	120	240	350	450
total	180	320	590	860	1120
percentage ELL	5%	5%	5%	5%	5%
percentage SpEd	25%	25%	25%	25%	25%
# ELL	9	16	30	43	56
# SpEd	45	80	148	215	280
# RegEd	126	224	413	602	784
% FRPL	54%	54%	54%	54%	54%
# FRPL	97	173	319	464	605

ChallengeU Pennsylvania Charter School

facilities

	driver #1	Start-up costs	2024	2025	2026	2027	2028	Notes	Source
classroom/instructional space									
virtual classrooms (teacher offices)	150	sq. ft. per classroom	1500	2250	3900	5550	6900		
special education suite	600	sq. ft. per classroom	600	600	600	600	600		
small group instructional space	600	sq. ft. per classroom	1200	1200	1200	2400	2400		
total classroom/instructional space sq. ft.		0	3,300	4,050	5,700	8,550	9,900		
office space									
reception area	600	sq. ft. office space	600	600	600	600	600		
admin offices	100	sq. ft. per office	800	800	800	800	800		
counseling suite	600	sq. ft. per office	600	600	600	600	600		
total office space sq. ft.		600	2,000	2,000	2,000	2,000	2,000		
total		600	5,300	6,050	7,700	10,550	11,900		

ChallengeU Pennsylvania Schools Management services, pricing and budget explanation							Base Price unit					Budgeted expenses per year					Service description
Budget items	Yearly cost	Monthly cost	month	Payment	Unit type		2024	2025	2026	2027	2028	2024	2025	2026	2027	2028	
Administration, HR, Finance, Governance and Leadership																	
Business operation Governance & Leadership services	x				per quarter per year		60 000	130 000	250 000	300 000	350 000	60 000	130 000	250 000	300 000	350 000	ChallengeU Management provides services to ensure the school's overall operation board support data analytics and leadership vision for the implementation of the ChallengeU school. Service costs are taking into consideration the school YoY growth.
Budgeting administration and financial services	x				per quarter per year		35 000	40 000	125 000	175 000	200 000	35 000	40 000	125 000	175 000	200 000	ChallengeU Management provides services to ensure all school expenses are budgeted controlled paid and reported. These services insure cash flow management financial reporting and audit support. Service costs are taking into consideration the school YoY growth.
Payroll Services		x	12		per month per FTE		150	150	150	150	150	1 800	2 027	4 774	8 725	8 779	ChallengeU Management provides the payroll services for all school staff.
Professional Development	x				per quarter per FTE		3 000	3 000	3 000	3 000	3 000	38 000	52 530	95 481	134 405	175 579	ChallengeU Management provides professional development for all school staff to ensure up to date best practices and continuous professional development.
HR and Employment-Related Services	x				per quarter per FTE		6 000	6 000	6 000	6 000	6 000	72 000	105 060	190 682	268 811	351 159	ChallengeU Management provides HR services for all school staff to ensure staff recruitment onboarding communication activities discipline and optimal school culture.
E-Rate management	x				per quarter per year		15 000	15 000	15 000	15 000	15 000	15 000	15 450	15 914	16 381	16 843	ChallengeU Management manages the E-rate telecommunication program to ensure lowest telecommunication services to students.
Student support																	
Students Coaching Service including wraparound services post-grad transition		x	12		per month per pupil		3 100	3 800	4 400	5 000	5 200	558 000	1 210 000	2 598 000	4 300 000	5 854 000	ChallengeU Management offers in-person individualized coaching services to motivate students to maximize academic progress and post-graduation opportunities. Service costs take into consideration the school growth rate and the need to hire and manage coaches across the State to ensure personalized one-on-one engagement with each student.
Community outreach & Communication services		x	12		per month per pupil		1 200	1 800	2 000	2 000	2 200	180 000	578 000	1 180 000	1 720 000	2 484 000	ChallengeU Management provides community outreach & student communication services across the State including community events sponsorship students parent/community engagement activities students/parents/community communication students parents involvement support. Service costs account for the school's growth rate and the need to reach out to communities students and parents across the State to foster a sense of belonging in each student.
School activities (field trips etc.)		x	12		per month per pupil		350	350	350	350	350	83 000	115 380	219 076	328 911	441 196	ChallengeU Management provides school activities to students to support their social development and to create opportunities for peer-to-peer interactions.
Curriculum, Software and Tech Assistance																	
Books supplemental curriculum	x				per quarter per pupil		50	50	50	50	50	9 000	16 440	31 297	48 987	83 028	ChallengeU Management provides supplemental academic resources to students such as books and subscriptions.
Instructional software & LMS including PDE aligned curriculum		x	12		per month per pupil		800	800	800	800	800	144 000	263 680	500 745	751 798	1 006 458	ChallengeU Management provides to teachers the instructional platform including the LMS with the curriculum aligned with PDE standards.
Students and teachers technology assistance services		x	12		per month per pupil		500	500	500	500	500	90 000	164 800	312 988	469 873	630 265	ChallengeU Management provides students and teachers the technical assistance to insure proper utilization of the instructional the LMS platform and technologies such as computer.
Curriculum & instructional support services	x				per quarter per year		50 000	150 000	175 000	225 000	250 000	50 000	150 000	175 000	225 000	250 000	ChallengeU Management provides research evaluation and guidance for the selection of the best curricula and platforms to be used by the school. Service costs are taking into consideration the school growth rate including the needs and aspirations of each student.
Equipment and consumables																	
Administrative and instructional consumables	x				per quarter per pupil		50	50	50	50	50	9 000	16 440	31 297	48 987	83 028	ChallengeU Management provides consumable supplies for teachers and students.
office furniture	x				per quarter per FTE		10 000	500	500	500	500	10 000	2 575	8 868	8 019	8 190	ChallengeU Management provides office furniture to school staff \$10 000 first year and then \$500 per new FTE.
student furniture	x				per quarter per pupil		200	200	200	200	200	3 800	8 592	12 519	18 795	25 211	ChallengeU Management provides student school furniture we expect 10% of students who will be at the same time in the school facilities.
staff computers and software	x				per quarter per FTE		1 250	1 250	1 250	1 250	1 250	15 000	6 438	17 240	31 418	22 510	ChallengeU Management provides computer to all school staff.
student computers and printers	x				per quarter per pupil		400	400	400	400	400	72 000	57 880	114 577	118 015	117 053	ChallengeU Management provides computer to all students.
student internet access		x	12		per month per pupil		500	500	500	500	500	90 000	164 800	312 988	469 873	630 285	ChallengeU Management provides internet connectivity to all students.

October 1, 2022

Via Federal Express

Pennsylvania Department of Education
Charter School Office
333 Market Street
Harrisburg, PA 17126

Re: ChallengeU Pennsylvania Cyber Charter School

To Whom It May Concern:

Please be advised that this firm represents ChallengeU Pennsylvania Cyber Charter School (“ChallengeU”) which has submitted, through its Founding Board, an application to open a cyber charter school for the 2023-2024 school year.

Attached as an Exhibit to the Cyber Charter Application is Management between ChallengeU Pennsylvania Cyber Charter School and ChallengeU Pennsylvania School Management LLC.

I have reviewed this Agreement as requested my client. After such review, I have been authorized to advise the Department of the following:

1. The Management Agreement represents the full and final agreement between ChallengeU Pennsylvania Cyber Charter School and ChallengeU Pennsylvania School Management.
2. The final agreement attached as an Exhibit to the charter application will be executed by both parties upon the award of a charter to operate a cyber charter school in the Commonwealth of Pennsylvania. Without a charter, ChallengeU Pennsylvania Cyber Charter School would unnecessarily be bound to the agreement.
3. The final agreement is unsigned subject to feedback from the authorizer and the parties have agreed to further negotiated language based on that feedback.

4. The Agreement which represents a significant expenditure of public funds should and will be voted upon by the Board of Trustees at a properly noticed public board meeting in accordance with the Sunshine Act.

5. No additional negotiations on this agreement are contemplated unless specific revisions are requested by the authorizer or if any aspect of the delegation of responsibility is determined to violate federal or state law. The parties agreed to negotiate in good faith an amendment to this Agreement to cure any violation.

6. The agreement evidences that the ultimate control of the cyber charter school lied with the Board of Trustees as the Board is responsible for the day-to-day operations of the cyber charter school. The Board retains the right to terminate the agreement and the board will conduct reviews of the ChallengeU Pennsylvania School Management's performance which reviews can include progress on academic achievement or substantial breach of material terms and conditions of the Agreement.

Thank you for your consideration of the cyber charter application of ChallengeU Pennsylvania Cyber Charter School.

Very Truly Yours,

/s/ Patricia A. Hennessy

Patricia A. Hennessy

Attorney for ChallengeU Pennsylvania
Cyber Charter School

Educational Services Agreement

between

Challenge U Pennsylvania Schools Management LLC

and

Challenge U Pennsylvania Charter School

EDUCATIONAL SERVICES AGREEMENT

THIS EDUCATIONAL SERVICES AGREEMENT (the “Agreement”) is made and entered into as of the ___ day of _____, 2022, by and between **Challenge-U Pennsylvania Schools Management LLC**, (“CU”), a Pennsylvania corporation (a wholly owned subsidiary of **Challenge-U, Inc.**, a Delaware corporation), and **Challenge-U Pennsylvania Cyber Charter School** (“CUCCS”), a Pennsylvania non-profit corporation operating under Pennsylvania’s Charter School Law. Together, CU and CUCCS shall be referred to as the “Parties” and each separately as a “Party.”

WHEREAS, CU and its Affiliates are an educational service provider with the qualifications, experience, and expertise necessary to effectively provide essential programming and services to schools, including charter schools; and

WHEREAS, CUCCS, led by the Board of Trustees (the “Board”) has applied for a charter (the “Charter”) from the Pennsylvania Department of Education as its authorizer (the “Authorizer”) to operate a charter school in the Commonwealth of Pennsylvania (the “Commonwealth”) pursuant to certain terms and conditions set forth in an approved Cyber Charter Application and subsequent Renewal documents made and approved from time to time incorporated into a Charter Agreement between the Board and the Authorizer (the “Charter Agreement”) as amended from time to time, which shall be incorporated by reference into this Agreement; and

WHEREAS, CUCCS shall operate the Cyber Charter School (the “School”) in accordance with its Charter; and

WHEREAS, CUCCS is entering into this Agreement with CU in order to meet its obligations under the Charter, specifically its commitment to providing educational options and supports for at-risk students enrolled at the School; and

WHEREAS, it is the intention of the Parties to create a relationship based on trust, common educational objectives, and clear accountability, through which the Parties will work together to deliver an education program, experiences and supports for at-risk students enrolled at the School; and

WHEREAS, the Parties wish to define their relationship and set forth the terms and conditions of their respective rights and responsibilities to each other;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

- 1. TERM AND RENEWAL.** The term of this Agreement shall commence as of July 1, 2023 (the “Effective Date”) and shall continue unless terminated sooner pursuant to the

terms herein, for the initial term of the Authorizer Charter Agreement (the “Term”). Thereafter, this Agreement will automatically renew for the duration of any extension or renewal of the Authorizer Charter Agreement, unless the Agreement is terminated sooner pursuant to this Agreement. The Parties agree to give written notice of their intent to renew or not to renew this Agreement on or before June 1, _____ [ONE YEAR PRIOR] and should both Parties desire to renew the Agreement, they shall work diligently to negotiate such agreement by September 1, _____. Notwithstanding the foregoing, the Term shall not extend beyond the term of the Charter.

2. REPRESENTATIONS AND WARRANTIES

a. Representations and Warranties of CU. CU represents and warrants as follows:

i. CU is a for-profit corporation, incorporated in the Commonwealth of Pennsylvania. CU possesses, or will take steps to secure, the requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes the valid and binding obligations of CU, enforceable against CU in accordance with its terms.

ii. Affiliates. An Affiliate of CU is any entity that controls, is controlled by, or under common control with CU, where ‘control’ means the possession, directly or indirectly of the power to direct or cause the direction of the management policies of an entity, whether through the ownership of securities, by contract or otherwise.

ii. Conduct of CU. The Services (defined in Section IV below) provided by CU under this Agreement shall comply with the Charter and all applicable local, State, and federal laws and regulations.

iii. Litigation; Bankruptcy. There is no suit, claim, action or proceeding now pending or, to the best of CUs’ knowledge threatened against CU that would have a material adverse effect on CU’s ability to perform the Services contemplated by this Agreement. CU further represents that it has not filed for bankruptcy protection and is not currently under receivership or otherwise the subject of a bankruptcy proceeding.

iv. Capacity. CU currently provides services to other schools (public, public charter, private or otherwise) as an educational service provider and will likely during the Term of this Agreement add additional schools to its national network and provide various services to those schools as well. Regardless of the number of other schools to which CU shall provide services, CU warrants and represent that it shall at all times during the Term of this Agreement employ and otherwise contract with staff in such numbers as shall be required

for CU to effectively deliver to the School the Services required under this Agreement.

v. Full Disclosure. No representation or warranty of CU herein and no statement, information, or certificate furnished or to be furnished by CU pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact on which CUCCS would reasonably need to rely to perform its obligations under this Agreement.

b. Representations and Warranties of CUCCS. CUCCS represents and warrants as follows:

- i. Organization and Tax-Exempt Status; Authority: CUCCS is an education non-profit corporation with the legal authority to operate charter school in the Commonwealth of Pennsylvania and contract with CU for the Services contemplated in this Agreement. CUCCS has applied/was granted tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and shall at all times during the Term maintain tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. Should for any reason the terms of this Agreement cause the Internal Revenue Service to notify the School that this Agreement does not conform with the School's tax exemption previously granted, CU and the School shall in good faith work collaboratively to make such modifications as may be reasonably required to assuage the Service's concerns and preserve the School's tax-exempt status. The School operated by CUCCS is now, and shall at all times throughout the Term remain, a charter school in good standing with the Pennsylvania Department of education, or any successor authority which acts as Authorizer.
- ii. Authority. CUCCS possesses the requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement constitutes a valid and binding obligation of CUCCS, enforceable against CUCCS in accordance with its terms.
- iii. Litigation; Bankruptcy. There is no suit, claim, action or proceeding now pending or, to the best of CUCCS's knowledge threatened against CUCCS that would have a material adverse effect on CUCCS's financials or Charter. CUCCS further represents that it has not filed for bankruptcy protection and is not currently under receivership or otherwise the subject of a bankruptcy proceeding.
- iv. Full Disclosure. No representation or warranty of CUCCS herein and no statement, information, or certificate furnished or to be furnished by CUCCS pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact on which CU would reasonably need to rely to perform its obligations under this Agreement.

- v. Conduct of CUCCS. CUCCS has materially complied, and at all times during the Term shall materially comply, with all local, State, and federal laws and regulations that are applicable to CUCCS, which include, but are not limited to, the Internal Revenue Code, the Family Educational Rights and Privacy Act, the Pennsylvania School Code, the Pennsylvania Department of Education regulations, including the Charter School Law, the Non-Profit Corporation Law of 1988, Pennsylvania Public Officials and Employees Ethics Act, as well as its By-Laws, its Financial Policies and Procedures, and other such policies and procedures as the Board may adopt (collectively, the “Laws and Regulations”). CUCCS has maintained and will maintain adequate records of the activities and decisions of CUCCS and the School to ensure and document compliance with all such laws and regulations. CUCCS agrees to provide CU with copies of all such records and to allow CU to, at CU discretion, assist with the preparation and retention of such records to ensure that, among other things, CU may perform all services and duties set forth in this Agreement in compliance with the Laws and Regulations. Except as so delegated to CU herein (unless such delegation is prohibited by applicable law), CUCCS shall at all times retain all rights and responsibilities under the Charter.

3. DELEGATION AND RESPONSIBILITY

General. CUCCS hereby authorizes CU to undertake on its behalf certain functions specified in this Agreement with regard to the business, administrative and academic services of CUCCS, it being understood that, at all times, CU shall remain accountable and subject to the oversight of the Board (and the Authorizer and other State authorities, if applicable) and the Board shall retain the ultimate rights and duties of oversight of CUCCS and the School pursuant to the Charter and applicable law, including, but not limited to, retention of independent fiduciary oversight, authority over CUCCS’s budget, curriculum and operating procedures, subject to the school's charter. The board shall have the authority to employ, discharge and contract with necessary professional and nonprofessional employees subject to the school's charter and the provisions of Pennsylvania’s Charter School Law. Furthermore, CUCCS hereby designates certain employees of CU, to the extent permitted by law, as agents of CUCCS having a legitimate educational interest such that they are entitled to access education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act (“FERPA”). CU, its officers, and employees shall perform its duties in a manner consistent with the obligations of CUCCS under FERPA.

4. DUTIES AND OBLIGATIONS

- a. **Duties and Obligations of CU.** Throughout the Term of this Agreement, CU shall provide certain educational and operational services (the “Services”) in consultation with and in communication with the Board and the School

Leadership Team (currently defined as the Chief Executive Officer and other administrators as deemed necessary by the Board, including, but not limited to, Chief Operating Officer, Chief Academic Officer) as applicable:

i. Education and Instruction-Related Services

1. CU provides a Graduation Coaching program, which shall be the intellectual property of the Company to re-enroll adolescents who have dropped out of high school, help them to achieve a full high school diploma and connect them to a range of post-graduation opportunities.
2. General Studies: Provide professional development and ongoing support related to English Language Arts, Mathematics, Social Studies, Electives, and Science programs.
3. Advise CUCCS regarding the acquisition of instructional and curricular materials, educational technology, and supplies.
4. Provide CUCCS with access to (at CU's expense), and support in the use of, a School or web-based student information system (in addition to the Pennsylvania Information Management System or other state required information system).
5. Provide support in the analysis of student performance data and maintenance of a board-level data dashboard.
6. Advise CUCCS in programmatic areas including but not limited to special education services; services for English Learners; positive behavior supports and classroom management; discipline code and code of conduct; supplemental educational services; school culture; interim and formative student assessments; differentiation of instruction.

ii. Business Operations

1. Support CUCCS's Operations personnel in operational areas such as purchasing, technology and telecommunications, including providing support working with 3rd party vendors/service providers.

iii. Human Resources/ Employment-Related Services

1. Support the recruitment and screening of all school-based staff.
2. Advise and support CUCCS in the hiring and retention of instructional staff, compensation structures, benefits, and related issues.

3. Advise and support CUCCS regarding performance assessment and staff evaluation functions.
4. Advise and support the creation of position descriptions.

iv. Budgeting and Financial Services

1. On CUCCS's behalf and in coordination with the most senior School-based finance staff member (if applicable), serve as liaison to Charter Choices ("CC") and related financial service vendors (e.g., auditors), and support of the oversight by the Board Treasurer and Finance Committee the work of such vendors (and School-based employees, if applicable) in preparing financial reports, financial statements, annual audits, financial controls and policies.
2. Provide coordination of annual budgeting processes.
3. Supervise the procurement of insurance.
4. Along with CC and School-based employees, if applicable, supervise bank reconciliations for presentation to the Board Treasurer.
5. Advise the Board regarding the approval of expenses and coordinate of purchasing in accordance with the School's Financial Policies and Procedures, as may be amended by the Board from time to time.

v. Student Recruitment

1. Advise and support CUCCS regarding student recruitment plans, marketing materials, and recruitment-related community outreach including student enrollment for the at-risk population in the Commonwealth served by CUCCS.

vi. Governance & Leadership

1. Provide ongoing mentoring, and support to the Chief Executive Officer.
2. Provide ongoing support to the academic administration, including but not limited to principals, director of special education, and other academic leadership team members
3. Assist with Board member recruitment and development.
4. Assist with the facilitation of an annual Board evaluation process.
5. Support Board strategic planning sessions;

6. Support the work of Board committees.
 7. Provide logistical support, including assistance with the recording of minutes and maintenance of records, for Board meetings.
 8. Work with the Board and School Leadership Team to coordinate and assist with the preparation of communication with the Authorizer and other public entities, including amendments, renewals, authorizer visits, and authorizer data requests.
 9. Provide support for meetings with community-based organizations and community stakeholders, including those involved with at-risk populations.
- vii. Marketing & Communications.
1. Prepare, in consultation with the CEO, the development of school-based marketing materials.
 2. Assist in interactions and communication with the press and Authorizer.
 3. Provide advice regarding CUCCS's use of social media, including the School's website and Facebook page.
- viii. Fundraising. Advise the Board, Chief Executive Officer, and parent association, if applicable, regarding school-based fundraising, and share best practices.
- ix. Research & Evaluation
1. Disseminate best practices from other CU schools and create networking opportunities for cross-school professional development and collaboration.
 2. Connect CUCCS with mission-aligned organizations to bring in new and emerging practices in areas such as literacy instruction; education technology; and at-risk population support, including mental health resources and other non-education support services.
 3. Cooperate with CUCCS in evaluating program effectiveness, both generally and with a focus on distinct subgroups such as students with special needs, English learners, students from low-income families and at-risk populations.
- x. Presence of CU employees or contractors at the School.
- All employees or contractors of CU who have direct, regular contact with students at CUCCS shall be subject to fingerprint-based criminal background investigations and checks in compliance with applicable Pennsylvania laws.

b. Duties and Obligations of CUCCS shall include but not be limited to

- i. Approval of School Policies. With recommendations and guidance to be provided by CU and the School's administrative team, the Board shall create and adopt policies for the School, which shall be consistent with the Charter and applicable law.
- ii. Approval of the School Budget. In accordance with the Charter and the requirements of this Agreement, the Board shall work diligently with CU to prepare for the Board's approval the annual budget within sixty (60) days of submission of the proposed budget by CU and CUCCS Administration to the Board in accordance with this Agreement. The CU shall present the Annual Budget to the Board in consultation with the School's Treasurer, which shall meet the requirements of the Charter Agreement and the requirements of this Agreement which shall be completed and submitted to the Pennsylvania Department of Education by June 30 each year
- iii. Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may be imposed by the Authorizer, are fully complied with at all times. If the Board shall at any time receive notice from any public authority or other person that CUCCS is or may be in violation of its Charter or any applicable law or regulation governing the charter School it operates the Board shall immediately notify CU of the alleged violation and shall thereafter work diligently with CU to investigate such alleged violation, to determine whether such alleged violation in fact exists, to promptly respond to the complaining Party and to correct any violation found to exist.
- iv. Program Alignment. CUCCS shall take all appropriate actions to maintain consistency with the shared objective of operating a cyber charter school which targets at-risk populations. This shall include adherence to the essential elements of the CU program model, including the integration of the CU programming into the overall curriculum which curriculum will align to state standards; implementation of related services and activities focusing on at-risk population supports; serving the full range of students enrolled at the cyber charter school.
- v. Providing Information and Documentation. CUCCS shall furnish CU with documents, including litigation documents, records, and all other information necessary for CU to fully and effectively provide its Services and support and otherwise carry out its duties under this Agreement.
- vi. Part of Network. CUCCS will prominently identify itself in any published materials and in CUCCS-controlled social media, including promotional and publicity materials, press releases, and other marketing materials, the

CUCCS website, and the CUCCS Facebook page, as part of the CU network of schools, or such other descriptive term as is later specified by CU.

- vii. Tax Status. In accordance with the Charter and applicable law, the Board shall take all steps required to obtain and maintain CUCCS's status as a tax-exempt organization under federal and State law such that contributions to CUCCS are deductible to the donor for federal income tax purposes. In the event of arbitration, the Board and CU shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining CUCCS's tax-exempt status.
 - viii. Leadership Team. The Board will work collaboratively with CU in recruiting and selecting the members of the staff Leadership Team, including the Chief Executive officer and all administrative staff positions. Prior to any Board decision to hire a candidate for one of these positions, the Board shall ensure that CU has the opportunity to assist in the hiring process, meet with the top candidates for such positions, and provide the Board with its assessment of any candidate under consideration. Such activity, however, does not preclude the Board from hiring its candidate of choice.
 - ix. Visits. CUCCS will provide access to the School's administrative offices for visits led by CU staff required to implement the services contemplated by this Agreement. CU will cooperate with CUCCS to minimize any impact on the School of such visits.
 - x. Board. CUCCS agrees to maintain an active, competent, and accountable Board that adheres to best practices in governance and fiduciary responsibility, and whose members demonstrate commitment to the School's mission.
 - xi. Coordination of Fundraising. CUCCS agrees to coordinate its fundraising efforts with CU, to avoid conflicting or duplicating efforts.
 - xii. Engagement of Professional Service Providers. The Board shall directly select, retain, utilize (as needed) and compensate a law firm, accounting firm and auditing firm to provide services required by CUCCS as may be required by Law, the Charter and as otherwise needed from time to time.
5. **FEES.** In consideration for the Services an educational programming provided by CU to CUCCS, the School shall pay CU for such services and programming in accordance with the schedule attached as Exhibit A out of the School's revenue (the "Management Fee").

Revenues shall be defined as all such funding provided by the State and local government (if applicable) to CUCCS but shall exclude any private grant funding, competitive government grants or other charitable contribution awarded to CUCCS and shall also exclude any funding whose terms and restrictions prevent it from being used toward

calculation of the Management Fee (including but not limited to, federal funds). The Management Fee shall be payable in monthly installments, beginning in the first year of the Term with July 1, 2023 (and each July 1 thereafter) of each year during the Term. CU may impose an interest rate of three percent (3 %) per annum on all fees that remain unpaid fifteen (15) days after the aforesaid due dates, unless receipt of revenue by CUCCS is delayed for reasons beyond the control of CUCCS. In this event, CUCCS shall make such payment no later than thirty (30) days after it receives a scheduled disbursement, and CU shall impose an interest rate of ten percent (10%) per annum on all fees that remain unpaid fifteen (15) days after the new due date set forth above.

- 6. PROPRIETARY WORKS.** CUCCS acknowledges that CU owns and shall own all existing, and hereafter created, copyrights and other intellectual property rights with respect to CU's works of authorship, inventions and work product including, instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies, and all improvements, modifications, and derivative works thereof that are created, invented or developed by (i) CU, its employees, agents or subcontractors, or (ii) an individual employed or retained by CUCCS within the scope of such employment or retention if such work of authorship, invention or work product utilizes ideas or products developed by CU (collectively, the "Proprietary Works"). CU hereby grants CUCCS a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use Proprietary Works as necessary or desirable to operate the School during the Term of this Agreement. CUCCS shall, upon request, cause all persons who create, invent or develop Proprietary Works, as defined herein, for CUCCS to assign to CU in writing their intellectual property rights in such works. Upon CUs' reasonable request, CUCCS will provide CU with copies of all Proprietary Works. This Section 6 shall survive termination of this Agreement, however (i) nothing herein shall be deemed to prevent CUCCS from accessing curriculum or other materials that CU has published on-line or otherwise made publicly available, subject only to the requirement that such curriculum or other materials be attributed to CU and (ii) CU shall inform CUCCS if any of the curriculum or other materials, including updates thereto, are not publicly available or will be withdrawn from public availability during the coming school year.
- 7. USE OF NAME.** CU hereby grants CUCCS a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use the names and trademarks CU and any logos provided to CUCCS by CU (the "Trademarks") in connection with the operation of the School and for the benefit of the School and all promotional activities in connection therewith, subject to the following conditions: CUCCS agrees that it will (i) not use or register any domain name containing "CU", (ii) use only any website, social, wireless, mobile or other media network or application provided by CU for CUCCS or the School' use; (iii) not set up its own official site, page or venue in any social media or user-generated content media (including Facebook, Twitter and YouTube) without prior written consent of CU; (iv) use the Trademarks in compliance with all reasonable notices and guidelines provided by CU; and (v) use the Trademarks in a dignified manner in accordance with reputable trademark practices. CUCCS shall acquire no rights in the

Trademarks, and all goodwill of the Trademarks shall inure to the benefit of and remain with CU. CU shall have pre-approval rights for each form and manner of public display of the Trademarks. CUCCS agrees to use the Trademarks only in connection with high-quality educational services reflecting favorably on the reputation and goodwill of CU and, at CU request, to provide CU with representative samples of materials used by CUCCS bearing the Trademarks. If CU objects to any such materials for not properly using the Trademarks or for not being of sufficient quality, CUCCS will promptly make all appropriate corrections. Should this Agreement be terminated or not renewed for any reason, CUCCS shall, as soon as practicable but not later than the end of the school year in which this Agreement may be terminated or not renewed, petition the Authorizer to revise its Charter to remove any reference to CU and diligently follow such petition through to its completion. Upon the effectiveness of such revision and removal, CUCCS will cease all further use of the Trademarks, return all materials promptly to CU and cease to refer to itself as a school managed or otherwise affiliated with CU (provided no continued affiliation is otherwise agreed-upon). This Section 7 shall survive the termination of this Agreement.

8. INDEMNIFICATION

- a. **Indemnification.** CUCCS and CU do hereby agree that each Party shall be solely responsible for each Party's own acts and omissions as well as the acts and omissions of each Party's own board of directors or trustees, partners, officers, employees, agents, and representatives. Each Party to this Agreement (acting as indemnitor) does hereby indemnify and hold harmless the other, and its respective board of directors or trustees, partners, officers, employees, agents, representatives, and attorneys, from and against any and all claims, actions, damages, expenses, losses or awards, including any suits or claims seeking non-monetary or injunctive relief, which arise out of (i) the negligence of the indemnitor (ii) any action taken or not taken by the indemnitor or (iii) any noncompliance or breach by the indemnitor of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement ("Claim"). Such indemnification may be achieved by the purchase of general liability and property insurance policies, in accordance with Paragraph 9 or by such other means as the Parties may mutually agree.
- b. **Notice and Defense.** The Party to be indemnified (Indemnitee) shall give the Party from whom indemnification is sought (Indemnitor) prompt written notice of any Claim for which indemnification is sought. Failure to give notice shall not affect the Indemnitor's duty or obligations under this except to the extent the Indemnitor is prejudiced thereby. The Indemnitor may undertake the defense of any third-Party claim by representatives chosen by it. If the Indemnitor undertakes the defense of a Claim, then the Indemnitor shall be deemed to accept that it has an indemnification obligation under this Paragraph 8 with respect to such Claim. The Indemnitee shall make

available to the Indemnitor or its representatives all records and other materials required by them and in the possession or under the control of the Indemnitee, for the use of the Indemnitor and its representatives in defending any such Claim and shall in other respects give reasonable cooperation in such defense. If there is a reasonable probability that a Claim may materially and adversely affect the Indemnitee other than as a result of money damages or other money payments, (i) the Indemnitee shall have the right to defend, compromise or settle such Claim and (ii) the Indemnitor shall not, without the written consent of the Indemnitee, settle or compromise any Claim which does not include as an unconditional term thereof the giving by the claimant to the Indemnitee of a release from all liability in respect of such Claim.

9. INSURANCE

- a. **Insurance Coverage.** At all times during the Term of this Agreement, CUCCS shall at a minimum maintain at its sole cost and expense in full force and effect the insurance coverage set forth in the Charter Application. CUCCS shall also maintain such workers compensation and disability insurance as required by State law and School Leaders/Errors and Omissions insurance. CU shall maintain at its sole cost and expense such insurance as it shall reasonably deem necessary under this Agreement, including, at a minimum, general liability insurance of \$1 million per occurrence/\$2 million aggregate, an umbrella policy, directors and officers' liability insurance, employment practices insurance, automobile insurance and workers compensation and disability insurance as required by State law. Each Party shall name the other as an additional insured on its commercial general liability, automobile liability and crime insurance policies and CUCCS shall name CU as an additional insured on its Employment Practices Liability insurance policy and School Leaders/Errors and Omissions insurance policy
- b. CU shall require that its subcontractors, if any, shall maintain commercially standard insurance policies (including but not limited to general liability, automotive, directors and officers, workers compensation and disability insurance) and that such subcontractors name CU and CUCCS as additional insureds (except on workers compensation and disability policies, which is not permitted by law).
- c. CUCCS shall require that its contractors, if any, shall name CU and CUCCS as additional insureds under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage.
- d. The insurance policies maintained by each Party and their subcontractors pursuant to this Agreement shall be endorsed to state that coverage shall not

be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to CU and CUCCS and should be further endorsed to include coverage for child molestation or other abuse and coverage for the defense of suits or claims seeking non-monetary or injunctive relief. The Parties shall furnish one another certified copies of the insurance policies or Certificates of Insurance that demonstrate compliance with this Agreement. Each Party shall comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

10. PERFORMANCE EVALUATION. The Board shall at regular intervals but at least yearly throughout the Term evaluate CU' performance under the terms of this Agreement to ensure that CU is providing the Services and complying with its duties as set forth herein. In addition to routine, regular feedback and evaluation in day-to-day interactions and at Board meetings, the Board and CU each shall on an annual basis complete a formal written evaluation of CU's performance and the Parties' working relationship, using as a mutually developed assessment measure. Upon completion of the Annual Assessment, the Board and CU personnel shall meet to discuss the review and what changes to CUs' performance, if any, are required to ensure that CU is meeting its responsibilities under the Law, the Charter and the terms of this Agreement, as well review areas where the Parties may more effectively communicate and collaborate to strengthen their relationship and in turn the performance of the School. Aside from the Annual Assessment and for the avoidance of doubt, failure of CU to perform its duties under this Agreement may subject CU to the termination procedures set forth in Section 11 below.

11. TERMINATION

- a. Termination by CUCCS. CUCCS may terminate this Agreement prior to the end of the Term for any of the reasons set forth in subparagraphs (i), (ii) or (iii) below:
 - i. If CU materially breaches any of the material terms and conditions of this Agreement including its obligations under 2(a)(ii), provided that CU shall have thirty (30) days to remedy such breach after receipt of written notice of such breach, unless such breach is incapable of being reasonably cured within thirty (30) days in which case this Agreement may be terminated if CU fails to initiate and continue a cure for such breach within thirty (30) days after receipt of such written notice; or
 - ii. Notwithstanding anything contained in subsection 11(a)(i) to the contrary, CU materially breaches any of the material terms and conditions of this Agreement and such breach arises from CUs' gross negligence or reckless or willful misconduct; or

- iii. If there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of CUCCS in conformity with this Agreement, would violate CUCCS's responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations.
- b. Termination by CU.** CU may terminate the Agreement prior to the end of the Term for any of the reasons set forth in subparagraphs (i), (ii), (iii), (iv) or (v) below:
- i. If CUCCS fails to pay when due any monetary obligation of CUCCS as required by the provisions of this Agreement, and such obligation remains unpaid for a period of thirty (30) days after receiving written notice of the delinquent payment from CU;
 - ii. if CUCCS materially breaches any of the material nonmonetary terms and conditions of this Agreement, including its obligations under 2(b)(v) of this Agreement, provided that CUCCS shall have thirty (30) days to remedy such breach after receipt of written notice of such breach, unless such breach is incapable of being reasonably cured within thirty (30) days in which case this Agreement may be terminated if CUCCS fails to initiate and continue a cure for such breach within thirty (30) days after receipt of such notice;
 - iii. Notwithstanding anything contained in subsection 11(b)(ii) to the contrary, CUCCS materially breaches any of the material terms and conditions of this Agreement and such breach arises from CUCCS's gross negligence or reckless or willful misconduct;
 - iv. If there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, has a material adverse effect on CUs' ability to provide Services to CUCCS in accordance with its budget or the Charter Agreement; or
- c. Procedures upon Expiration or Termination.** Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both Parties that CUCCS shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:
- i. CUCCS shall have the right to use CUs' Proprietary Works for the benefit of the School, as defined under Section 6 hereof, then currently

in use by CUCCS (including but not limited to the Trademarks), until the last day of the then current school year;

- ii. CU shall provide the Board with copies of all student records, financial reports, employee records, and other School data in CU's possession and not currently in the possession of the Board of Trustees;
- iii. CU shall provide CUCCS with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that CUCCS shall pay to CU all fees, expenses and other costs of CU consultants and agents who may, from time to time, upon mutual agreement of the Parties, provide assistance to CUCCS or the students of the School; and
- iv. In the event that this Agreement is terminated or not renewed at a time when CU has loaned funds to CUCCS, guaranteed any debt or other financial obligation of CUCCS, or provided credit support, whether in the form of a letter of credit or otherwise, to CUCCS, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and CUCCS shall remain liable to CU until the first date on which such loan and such interest has been repaid in full, such guarantee has been released by the beneficiary thereof, or such letter of credit or other credit support has been released and/or returned to CU, all in accordance with the term therein.

12. DISPUTE RESOLUTION. As a condition precedent to any other legal recourse (unless such legal recourse seeks injunctive relief), the Parties shall make good faith efforts to come to resolution. An initial meeting to resolve the dispute shall be conducted by the Parties at a meeting to be held at the office of CU within fourteen (14) working days of a written request, which request shall specify in reasonable detail the nature of the dispute to be resolved at such meeting. The meeting shall be attended by representatives of the Parties and any other person that may be affected in any material respect by the resolution of such disputes. Such representatives shall have authority to settle the dispute and shall attempt in good faith to resolve the dispute. Before filing any action in Court, the Parties may, upon mutual agreement, submit any dispute to the American Arbitration Association (the "AAA"), to be adjudicated in accordance with AAA's expedited procedures. In the event of arbitration, the Parties shall be responsible for their own legal fees and expenses, and the costs and expenses of the arbitrator(s) and any fees charged by the AAA shall be apportioned equally between the Parties.

13. MISCELLANEOUS PROVISIONS

- i. Independent Contractor Status. The Parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee,

or servant of CU shall be deemed to be the employee, agent or servant of CUCCS except as expressly acknowledged in writing by CU.

- ii. Force Majeure. Neither Party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, pandemic, accident or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- iii. Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either Party may designate from time to time:

- i. If to CUCCS, to:

Challenge U Cyber Charter School
922 N. 3rd Street
Harrisburg, PA 17102

Attn: Board President

With a copy to:

Patricia A. Hennessy, Esquire
Barton Gilman
1617 J.F.K. Boulevard
20th Floor, Suite 2007
Philadelphia, PA 19103

- ii. If to CU/Challenge-U Pennsylvania Schools Management LLC:

251 Little Falls Drive
Wilmington, Delaware 19808

- iv. Governing Law. The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any rights or remedy shall not impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the law of the Commonwealth of Pennsylvania (other than the provisions thereof relating to conflicts of law).

v. Enforceability and Validity of Certain Provisions. If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof.

vi. Section Headings. The headings in this Agreement are for the convenience of the Parties only and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

vii. Conflict with Charter. To the extent there are any conflicts between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control.

viii. Entire Agreement. This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by writing signed by both Parties. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all other prior agreement, understandings, statements, representations, and warranties, oral or written, express or implied, between the Parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.

ix. Waiver. The failure of either Party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such Party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such Party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any Party hereto of any breach, of or default in, any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

x. Succession. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective Parties hereto.

xi. Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party. Both Parties acknowledge that an assignment

of this Agreement by either Party may constitute a material change to the Charter and may require approval by the Authorizer pursuant to the Charter and the Act.

xii. Form of Execution. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.

viii. Further Actions. Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other Party hereto, to effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.

Viv. Survival. The provisions of Sections 6, 7, 8, this Section 12, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement, *provided* that any provision that is stated to extend for a specific period of time shall survive only for such specified period of time.

[signatures on the following page]

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

**CHALLENGE U PENNSYLVANIA SCHOOLS
MANAGEMENT, LLC**

By: _____
Name:
Title:
Date:

**CHALLENGE U PENNSYLVANIA
CYBER CHARTER SCHOOL**

By: _____
Name:
Title:
Date:

Articles of Amendment-Domestic Corporation
(15 Pa.C.S.)

 Business Corporation (§ 1915)
 Nonprofit Corporation (§ 5915)

Name		
<u>Patricia A Hennessy</u>		
Address		
<u>1617 JFK Boulevard, Suite 2007</u>		
City	State	Zip Code
<u>Philadelphia</u>	<u>PA</u>	<u>19103</u>

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

Fee: \$70.00

In compliance with the requirements of the applicable provisions (relating to articles of amendment), the undersigned, desiring to amend its articles, hereby states that:

1. The name of the corporation is:
ChallengeU Pennsylvania Charter School

2. The (a) address of this corporation's current registered office in this Commonwealth or (b) name of its commercial registered office provider and the county of venue is (the Department is hereby authorized to correct the following information to conform to the records of the Department):

(a) Number and Street	City	State	Zip	County
<hr/>				
(b) Name of Commercial Registered Office Provider				County
<u>c/o: CT Corporation System</u>				<u>Philadelphia</u>

3. The statute by or under which it was incorporated: 15 Pa. C.S. § 5301

4. The date of its incorporation: 9/22/2022

5. Check, and if appropriate, complete one of the following:

The amendment shall be effective upon filing these Articles of Amendment in the Department of State.

The amendment shall be effective on: _____ at _____
Date Hour

6. *Check one of the following:*

- The amendment was adopted by the shareholders or members pursuant to 15 Pa.C.S. § 1914(a) and (b) or § 5914(a).
- The amendment was adopted by the board of directors pursuant to 15 Pa. C.S. § 1914(c) or § 5914(b).

7. *Check, and if appropriate, complete one of the following:*

- The amendment adopted by the corporation, set forth in full, is as follows
- The name of the Corporation shall be changed from ChallengeU Pennsylvania Charter School to ChallengeU Pennsylvania Cyber Charter School
- The amendment adopted by the corporation is set forth in full in Exhibit A attached hereto and made a part hereof.

8. *Check if the amendment restates the Articles:*

- The restated Articles of Incorporation supersede the original articles and all amendments thereto.

IN TESTIMONY WHEREOF, the undersigned corporation has caused these Articles of Amendment to be signed by a duly authorized officer thereof this 28 day of September, 2022.

ChallengeU Pennsylvania Charter School

Name of Corporation

Patricia A. Hennessy, Esquire

Signature

Counsel

Title

**BYLAWS
OF
CHALLENGE U PENNSYLVANIA CYBER CHARTER SCHOOL**

A Pennsylvania Nonprofit Corporation

ARTICLE 1 – DEFINITIONS

Section 1.1. Definitions.

The following terms used in these Bylaws shall have the meanings set forth below:

- A. “Act” means the Pennsylvania Nonprofit Corporation Law of 1988, as amended.
- B. “Board” means the Board of Trustees of the Charter School.
- C. “Charter School” or “Cyber Charter School” means Challenge U Pennsylvania Cyber Charter School, a Pennsylvania nonprofit corporation.
- D. “Charter School Law” means Act No. 1997-22 of the General Assembly of the Commonwealth of Pennsylvania.
- E. “Trustee” means an individual serving on the Board.

ARTICLE 2 – PURPOSES

Section 2.1. Purposes.

The objectives and purposes of the Charter School are: (1) to foster quality public education and to advance the interests of at-risk public school students; (2) to provide expanded and innovative opportunities for learning and choice; (3) to provide parents and students with greater educational options in choosing a school; (4) to operate a public charter school that focuses on at-risk students to help those students with their educational journey; and (5) to hold teachers, parents, and school administrators accountable for the student educational progress. The Charter School is incorporated under the Act and shall be organized and operated exclusively for charitable, scientific, literary and educational purposes permitted within the scope of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including the purposes in the Charter School Law. In furtherance of these purposes, the Charter School may exercise all rights and powers conferred by the laws of the Commonwealth of Pennsylvania upon nonprofit corporations and charter schools formed pursuant to the Charter School Law.

ARTICLE 3 – OFFICES

Section 3.1. Offices.

The registered office of the Charter School shall be located in Pennsylvania. The Charter School may have any number of other offices at such places as the Board may determine. The Board may change the address of the registered office as necessary.

ARTICLE 4 – SEAL

Section 4.1. Seal.

The Charter School may use a Corporate Seal. The Corporate Seal shall bear the name of the Charter School, the year of its incorporation, and the words “Corporate Seal, Pennsylvania.”

ARTICLE 5 – MEMBERS

Section 5.1. No Members.

The Charter School shall have no members entitled to vote on any matter or for any other reason. No certificates of membership shall be issued at any time.

ARTICLE 6 – BOARD OF TRUSTEES

Section 6.1. Description of the Governing Body.

As a public school, the Charter School will ultimately be responsible to its authorizer. The Board will govern all operations of the Charter School. The Board will also be responsible for ensuring that the Charter School is run in compliance with the charter application, all applicable laws, and ensuring that the Charter School remains financially viable.

Section 6.2. Initial Board.

In order to maintain consistency with the Founding Coalition’s vision, selected members of the Founding Coalition will serve as an initial Board. A duly constituted Board will be established at least thirty (30) days prior to the opening of the Charter School by the initial Board.

Section 6.3. Board of Trustees.

The business and affairs of the Charter School shall be managed under the direction of the Board. The powers of the Charter School shall be exercised by, or under the authority of, the Board except as otherwise provided by the Act, its Articles of Incorporation, these Bylaws, or a resolution adopted by the Board.

Section 6.4. General Powers.

The Board has ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals. More specifically, the Board’s authority shall be, without limitation:

- (a) to approve policies and procedures regarding employment, including but not limited, to appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;
- (b) to adopt the curriculum or courses of study and textbooks;
- (c) to authorize the acquisition, management and disposition of all property and physical facilities, having due respect for the corporate purpose, including the construction renovation and upkeep of the physical plant. As prescribed by the Charter School Law, the Board and contractors shall be restricted and subject to certain statutory requirements governing construction projects as set forth in Section 1715-A(10) of the Public School Code of 1949, as amended 24 P.S. 17-1715-A;
- (d) to approve institutional documents and policy statements at the Board's discretion to assure compliance with the Articles of Incorporation, Bylaws, Charter, and Board Policies;
- (e) to sue and be sued, complain and defend and participate as a party or otherwise, but only to the same extent and upon the same condition that political subdivisions and local agencies can be sued;
- (f) to make contracts and leases for the procurement of services, equipment, and supplies;
- (g) to incur temporary debts in anticipation of the receipt of funds;
- (h) to solicit and accept any gifts or grants for Charter School purposes;
- (i) to establish the annual academic calendar;
- (j) to adopt and approve the annual budget and to make revisions therein;
- (k) to establish enrollment policies and procedures;
- (l) to adopt and approve policies and procedures to assess student achievement;
- (m) to approve or ratify all contracts as determined by the policy on contracting;
- (n) to be final arbiter of all disciplinary matters;
- (o) to authorize any annual audit by an independent certified public accountant;
- (p) to fix the salary or other compensation of the Chief Executive Officer, Principals, teachers, and other employees of the Charter School;
- (q) to approve all personnel actions;
- (r) to designate depositories of Charter School funds;
- (s) to have and exercise all of the powers and means appropriate to effect the

- purpose or purposes for which the Charter School is chartered; and
- (t) to have and exercise all other powers enumerated in the Act or otherwise vested by law in the Charter School and not consistent with the Charter School Law.

Section 6.5. Qualifications of Trustees.

Each Trustee shall be a natural person at least eighteen (18) years of age who need not be a resident of Pennsylvania. In electing Trustees, the Board shall consider each candidate's willingness to accept responsibility for governance including availability to participate actively in Board activities, areas of interest and expertise, and experience in organizational and community activities.

Section 6.6. Number and Election of Trustees.

The Board shall consist of a minimum of five (5) and no more than nine (9) Trustees, at least one of whom must be a parent or guardian of a student who is then enrolled in the Charter School. The Trustees shall be elected by the Board at the annual meeting of the Board. To the extent possible, the Board will consist of parents, community representative, educators, and members of the business community. No member of a Board of School Directors or employees of the authorizer shall serve on the Board. Notwithstanding anything herein to the contrary, the composition of the Board (including number and type of Trustees) may be changed by majority vote of the Board.

Section 6.7. Term of Office.

Each Trustee shall hold office until (a) the expiration of the term for which he or she was elected and until his or her successor has been elected and qualified, or (b) his or her earlier death, resignation, or removal. Each Trustee shall hold office for a term of three (3) years, provided, however, that the Trustees of the first duly constituted Board shall be elected for staggered terms so that, as nearly as possible, one-third (1/3) of the Trustees shall be elected at each annual meeting of the Board. Trustees may be eligible for re-election to the Board.

Section 6.8. Procedure for Nomination of Candidates for Trustee.

Nominations shall be placed before the Board as needed at any regularly scheduled or special meeting open to the public. Nominations may be made by the Nominating Committee who may also consult with individual Trustees. The Trustees will cast an open, public ballot at the annual meeting, unless the Board is filling a vacancy. A simple majority of a quorum is required for election.

Section 6.9. Vacancies.

Vacancies in the Board, including vacancies resulting from (a) an increase in the number of Trustees, or (b) the death, resignation, or removal of a Trustee, shall be filled by a majority vote of the remaining Trustees. Each person so selected shall be a Trustee to serve for the balance of the term of the vacant position. When one or more Trustees resign from the Board effective at a future date, the Trustees then in office, not including those who have so resigned, shall have the power by the applicable vote to fill the vacancies.

Section 6.10. Removal of Trustees.

Any Trustee may be removed from office, with or without assigning any cause, by a two-thirds (2/3) vote of the Board entitled to cast votes. In addition, if so decided by the Board, it may remove any Trustee for the following conduct (list is not all inclusive):

- (a) Failure to attend two consecutive meetings without reasonable justification; and/or
- (b) Failure to attend more than four meetings in one fiscal year without reasonable justification.

The Board shall only remove a Trustee for conduct detailed in (a) and (b) above by a two-thirds (2/3) vote of the remaining Trustees at the next scheduled meeting of the Board.

Section 6.11. Resignations.

Any Trustee may resign at any time by giving written notice to the Secretary. The resignation shall be effective upon receipt by the Secretary or at such subsequent time as may be specified in the notice of resignation. The acceptance of such resignation shall not be necessary to make it effective.

Section 6.12. Compensation of Trustees.

Members of the Board are volunteering their time and talents and shall serve without monetary compensation. No Trustee shall, except as allowed by law, as a private person engage in any business transaction with the Charter School, be employed in any capacity by the Charter School or receive from the Charter School any pay for services rendered to the Charter School, provided that a Trustee may receive reimbursement for reasonable expenses incurred in connection with corporate matters if such reimbursement is authorized by the Board. Voting on any matter involving a conflict of interest shall be governed by the Public Official and Employee Ethics Act, 65 P.S. 401-422. Notwithstanding the foregoing, common interested Trustees may be counted in determining the presence of a quorum at a Board meeting in which a transaction described above is authorized, approved, or ratified.

Section 6.13. Voting Rights.

Each Trustee shall be entitled to one (1) vote.

ARTICLE 7 – COMMITTEES

Section 7.1. Establishment and Powers.

The Board may, by resolution adopted by a majority of the Trustees, establish one or more committees to consist of one or more Trustees of the Charter School to divide up the work of the Board for more board efficiency, permit broader participation by all board members, utilize specific talents and knowledge base of board members in order to make recommendations to the Full Board for official action.

Section 7.2. Status of Committee Action.

Except as otherwise provided in Section 7.1, the term “Board of Trustees” or “Board,” when used in any provision of these Bylaws relating to organization or procedures of or the manner of taking action by the Board, shall be construed to include committees of the Board.

Section 7.3. Term.

Each committee of the Board shall serve at the pleasure of the Board.

Section 7.4. Committee Organization.

Except as otherwise provided by the Board, each committee shall be chaired by a Trustee and each committee shall establish its own operating procedures. Each committee shall keep regular minutes of its proceedings and report the same to the Board at each regular meeting. Each committee shall determine its times and places of meetings.

Section 7.5. Committee Meetings.

To the extent that a committee meeting is pre-arranged, with a quorum of committee members in attendance and for the purpose of deliberating and discussing Charter School business and/or making a decision or taking an official action with respect to the Charter School, such meeting shall require public notice and must be open to the public.

Section 7.6. Executive Committee.

The Executive Committee shall be composed of Officers of the Charter School. The Executive Committee shall be chaired by the Board Chair to facilitate effective decision-making by the Board at public board meetings. Comprised of the Chair and

officers, the Executive Committee is responsible for: a) planning Board of Trustees' meeting agendas; b) facilitating decisions on behalf of the full Board of Trustees in keeping with good corporate governance practice or otherwise as specifically authorized; and c) serving as a communication link with other Board of Trustees' members. The executive committee is empowered to act on behalf of the board on emergency issues in between board meetings, while remaining in compliance with the Sunshine Act. If the executive committee makes a significant emergency decision, all board members will be informed within 24 hours and the decision must be ratified by the full board at its next meeting.

Section 7.7. Finance Committee.

The Finance Committee shall be chaired by the Treasurer. The Finance Committee shall coordinate the Board's financial oversight responsibilities, develop annual budgets, present annual budgets to the Board for its review and vote, and oversee the Charter School's auditing, facilities and financial management initiatives.

Section 7.8 Audit Committee.

The Audit Committee shall have the ultimate responsibility for overseeing the audit of the Charter School. The Treasurer shall not be a member of the Audit Committee.

ARTICLE 8 – MEETINGS OF TRUSTEES

Section 8.1. Meetings.

All meetings of the Board where actions are formally presented for approval shall be held as public meetings as described in the Sunshine Act, 65 P.S. 271, et seq., Act of July 3, 1986, P.L. 388, as amended (the "Sunshine Act"). Notices of all meetings shall be given in the manner described in the Sunshine Act.

Section 8.2. Annual Meeting.

The Board shall meet annually on the last regularly scheduled meeting of the fiscal year at a reasonable time and place convenient to the Board and members of the community. In the event that the annual meeting is not held on the specified day, the Trustees may hold a special meeting in place thereof, and any business transacted, or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting, provided that notice is given for the meeting and the notice indicates that the special meeting shall be in place of the annual meeting. Notice of the annual meeting or notice of a special meeting called in its place, setting forth the date, time and place shall be published in accordance with Section 8.1 hereof and shall be mailed to all Trustees at each individual Trustee's usual or last known address not less than seven (7) days prior to the date of the annual meeting. At the annual meeting the Chair and Treasurer shall present an annual report which shall set forth:

- (a) The assets and liabilities, including the trust funds, of the Charter School as of the end of the fiscal year immediately preceding the date of the report;
- (b) The principal changes in assets and liabilities including trust funds, during the year immediately preceding the date of the report;
- (c) The revenue or receipts of the Charter School, both unrestricted and restricted to particular purposes, for the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the Charter School;
- (d) The expenses or disbursements of the Charter School, for both general and restricted purposes, during the year immediately preceding the date of the report, including separate data with respect to each trust fund held by or for the Charter School;
- (e) The capital budget and the operating budget for the Charter School's current fiscal year;
- (f) A schedule of proposed major activities for the current fiscal year; and
- (g) A summary of the Charter School's compliance with the laws and regulations of federal, state and local governmental agencies and with the standards, rules and regulations of the various accrediting and approval agencies.

Section 8.3. Regular Meetings.

Regular meetings of the Board may be held at such time and at such places as the Trustees determine. Call or notice to the Trustees shall not be required for regular meetings (except as required by Section 8.1 hereof), provided that reasonable notice is made of the first regular meeting following the determination of the Trustees of the time and place of regular meetings. All meetings of the Board shall be open to the public in accordance with the Sunshine Act and minutes shall be provided to the public upon request.

Section 8.4. Special Meetings.

Special meetings of the Board may be called by or at the request of any two Trustees or the principal of the charter school. The Chair of the Board will fix the location of the meeting. In addition to the notice required by Section 8.1 hereof, reasonable notice of the time and place of special meetings shall be given to each Trustee. It shall be given to each Trustee in accordance with the Act. It shall be considered reasonable and sufficient notice to a Trustee to send notice by mail at least five (5) days before the meeting, addressed to the Trustee at the Trustee's usual or last known

residence, or to give notice in person or by telephone, telecopier or other similar device at least forty-eight (48) hours before a special meeting.

Section 8.5. Notice.

The Board shall, during the first week of September, publish its calendar of regularly scheduled meetings for the year. A Trustee waives notice of the regular or special meeting by attending or participating in the meeting unless, at the beginning of the meeting, s/he objects to the holding of the meeting or the transaction of business at the meeting. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting. Whenever notice is required by law, a waiver thereof in writing signed by the Trustee or other person entitled to said notice, whether before, at or after the time stated therein, shall be equivalent to such notice.

Section 8.6 Quorum.

A majority of the Trustees shall constitute a quorum for the transaction of business at any meeting of the Board, but if less than such majority is present at a meeting, a majority of the Trustees present may adjourn the meeting.

Section 8.7 Manner of Acting.

The act of the majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board unless otherwise provided by law or these bylaws. An affirmative vote of the majority of the members of the Board then in office shall be required in order to take each of the following actions, of any previously taken action relating to the same subject matter:

- (a) adopting a school calendar, provided that any calendar must provide for 990 hours or 180 days of instruction for students in grades 7 through 12 and 900 hours or 180 days of instruction for students in grades 1 through 6;
- (b) adopting textbooks;
- (c) appointing or dismissing school administrators;
- (d) adopting or amending the annual budget;
- (e) purchasing or selling land;
- (f) locating new buildings or changing the locations of previously used buildings;
- (g) creating or increasing any indebtedness;
- (h) adopting courses of study;
- (i) designating depositories for Charter School funds;

- (j) entering into contracts of any kind where the amount involved exceeds \$5,000;
- (k) fixing salaries or other compensation of administrators, teachers, or other employees of the Charter School; and
- (l) entering into contracts with and making appropriations to an intermediate unit, school district, or Area Vocational/Technical School for the Charter School's proportionate share of the cost of services provided or to be provided by any such entity.

None of the following actions may be taken by the Charter School without the prior approval of not less than two-thirds (2/3) of the Board then in office:

- (a) to amend the Articles of Incorporation of the Charter School or these Bylaws;
- (b) to dissolve or liquidate the Charter School;
- (c) to merge or consolidate the Charter School;
- (d) to convey, sell or transfer substantially all the Charter School's assets; and
- (e) to remove a trustee or officer from office.

Section 8.8. Presumption of Assent.

A Trustee of the charter school who is present at a meeting of the Board or committee of the Board at which action on any matter is taken shall be presumed to have assented to the action taken unless (i) s/he objects at the beginning of the meeting to the holding of the meeting or the transaction of business at the meeting; (ii) s/he contemporaneously requests that his/her dissent be entered in the minutes of the meeting; or (iii) s/he gives written notice of his/her dissent to the presiding officer of the meeting before its adjournment. Such right to dissent as to a specific action taken at a meeting of the Board.

Section 8.9. Telephonic or Participation by Electronic Means in Meetings.

One or more members of the Board or any committee designated by the Board may participate in a meeting of the Board or a committee thereof by means of conference telephone, video-conferencing or similar communications equipment or means by which all persons participating in the meeting can hear one another at the same time. Such participation shall constitute presence in person at the meeting.

Section 8.10. Standard of Care.

Trustees and Officers have a fiduciary relationship to the Charter School, including in their capacity as members of a committee. Trustees and Officers have an obligation to act in good faith, in a manner he or she reasonably believes to be in the best

interest of the Charter School, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing their duties Trustees and Officers shall be entitled to rely in good faith on information, opinions, reports or statement, including financial statements and other financial data, in each case prepared or presented by:

- (a) One or more officers or employees of the Charter School whom the Trustee or Officer reasonably believes to be reliable and competent in the matters presented;
- (b) Counsel, public accountants or other persons as to matters which the Trustee or Officer reasonably believes to be within the scope of professional competence; or
- (c) A committee of the Board upon which he or she does not serve, duly acting under the authority of the Board.

ARTICLE 9 – OFFICERS

Section 9.1. Number, Election and Term of Office.

The Officers of the Charter School shall include a Chair, a Vice-Chair, a Secretary, and a Treasurer. The terms of such officers shall be for a period of one (1) year or until such time as their respective successors are duly elected and qualified. The officers shall be elected annually by the Board at the annual meeting held pursuant to the provisions these bylaws. If at any other time a vacancy exists in these offices, an officer may be elected to fill a vacancy for the remainder of the term at any special or regular meetings of the Board.

Section 9.2. Removal of Officers.

The Board may remove any Officer, without assigning any cause, whenever in its judgment the best interests of the Charter School will be served.

Section 9.3. Vacancies.

Vacancies in Officer positions, resulting from: (a) the creation of additional Officer positions, or (b) the death, resignation, or removal of an Officer, shall be filled by a majority vote of the Trustees, though less than a quorum. Each person so elected shall be an Officer to serve for the balance of the term.

Section 9.4. Chair.

The Chair shall fulfill the office of President as specified by the Act. The Chair of the Board shall preside at all meetings of the Trustees, except as the Trustees shall otherwise determine; and shall have such other powers and duties as may be determined by the Trustees.

Section 9.5. Vice-Chair.

The Vice-Chair of the Board shall have and exercise all the powers and duties of the Chair in his/her absence. The Vice-Chair shall have such other powers and duties as may be determined by the Board.

Section 9.6. Secretary.

The Secretary shall serve as recording secretary to the Board, attend all regularly scheduled meetings, and see to the prompt publication of the minutes of the meeting. The Secretary shall maintain records of all proceedings of the Trustees in a book or series of books kept for that purpose. These books shall be open at all reasonable times to the inspection of any member of the Board of the Charter School. Such book or books shall also contain the original or attested copies of the Articles of Incorporation, the bylaws and the names and residence addresses of all members of the Board.

Section 9.7. Treasurer.

The Treasurer shall be responsible for the Charter School's financial affairs, funds, securities, and valuable papers and shall keep full and accurate records thereof. The Treasurer shall 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, signed by the Chair or Vice-Chair of the Board. The Treasurer may pay out such funds on orders which have been properly signed without the approval of the Board first having been secured by the payment of amounts owing under any contracts which shall previously have been approved by the Board, and by which prompt payment the Charter School will receive a discount or other advantage. The Treasurer 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 Board of the amount of funds received and disbursed by her/him during the month. All deposits of Charter School funds by the Treasurer shall be made in the name of the Charter School.

Section 9.8. Other Officers.

The Board may elect or appoint such other officers as it deems useful for the proper operation of the Charter School.

Section 9.9. Removal of Officers.

Any elected or appointed officer may be removed from office for failure to perform or conduct detrimental to the Charter School by a two-thirds (2/3) vote of the Board, after thirty (30) days written notice to the officer in question. The officer is entitled to a hearing before the Board or before a hearing officer designated by the Board

prior to a vote of a call for removal.

Section 9.10. Bonding of Officers and Employees.

The Treasurer and the Secretary of the Charter School shall furnish a bond in such amount and with such surety as may be required, from time to time, by the Board. At the direction of the Board, any other officer or employee shall furnish a bond in such amount and with such surety as may be required by the Board. The expense of furnishing any such bond shall be paid by the Charter School.

ARTICLE 10 - ADVISORY BOARDS

Section 10.1. Advisory Board.

The Board may create one or more Advisory Boards (“AB”). The members of each AB shall be selected at any meeting by the Board and shall serve at the will of and may be removed by the Board at any time. The number of persons serving on any AB shall be determined by the Board, and all members shall be natural persons who need not be Trustees. Each AB will meet with the Board and Officers at such times and in such places as determined by the Board. At the request of the Board, an AB may make recommendations and provide advice to the Board relating to the mission, purpose, and operations of the Charter School or such other matters as the Board shall determine. The recommendations of an AB are to be suggestive only and not binding in any respect upon the Board. AB members shall not have any fiduciary duties to the Charter School.

ARTICLE 11 - NOTICE

Section 11.1. Written Notice.

Any notice required to be given to any person shall be given to the person, either personally or by sending a copy thereof:

- (a) By first class or express mail, postage prepaid, or courier service, charges prepaid, to the person’s postal address appearing on the books of the Charter School or, in the case of Trustees, supplied by the person to the Charter School for the purpose of notice. Notice under this subparagraph shall be deemed to have been given to the person entitled thereto when deposited in the United States mail or with a courier service for delivery to that person.
- (b) By facsimile transmission, e-mail, or other electronic communication to the person’s facsimile number or address for e-mail or other electronic communications supplied by the person to the Charter School for the purpose of notice. Notice under this subparagraph shall be deemed to have been given to the person entitled thereto when sent.

A notice of meeting shall specify the day, hour, and geographic location, if any, of the meeting and any other information required by the Act.

ARTICLE 12 – CONFLICTS OF INTEREST

Section 12.1. Interested Trustees and Officers.

A contract or transaction between the Charter School and one or more of its Trustees or Officers or between the Charter School and another domestic or foreign corporation for profit or not-for-profit, partnership, joint venture, trust, or other association in which one or more of its Trustees or Officers are directors or officers, or have a financial or other interest, shall not be void or voidable solely for that reason, or solely because the Trustee or Officer is present at or participates in the meeting of the Board that authorizes the contract or transaction, or solely because the vote of the Trustee or Officer is counted for that purpose, if:

- (a) The material facts as to the relationship or interest and as to the contract or transaction are disclosed or are known to the Board and the Board authorizes the contract or transaction by the affirmative votes of a majority of the disinterested Trustees even though the disinterested Trustees are less than a quorum; or
- (b) The contract or transaction is fair as to the Charter School as of the time it is authorized, approved, or ratified by the Board.

Common or interested Trustees may be counted in determining the presence of a quorum at a meeting of the Board that authorizes the contract or transaction.

ARTICLE 13 – INDEMNIFICATION; INSURANCE

Section 13.1. Definitions.

For purposes of this Article:

- (a) “Charter School” means the charter school named at the beginning of these Bylaws, and if it is involved in any consolidation or merger, each constituent corporation absorbed in, and each surviving or new corporation surviving or resulting from, such consolidation or merger;
- (b) “Liability” means any compensatory, punitive or other damages, judgment, amount paid in settlement, fines, penalty, excise tax assessed with respect to an employee benefit plan, and cost or expense of any nature whatsoever, including without limitation, attorneys’ fees and costs of proceedings;
- (c) “Indemnified Capacity” means any and all past, present and future service by a Representative in one or more capacities:
 - (i) as a trustee, officer, employee or agent of the Charter School; or

- (ii) at the request of the Charter School, as a trustee, officer, employee, agent, Trustee, or fiduciary of another corporation or any partnership, joint venture, trust, employee benefit plan, or other entity, enterprise or undertaking, including service as a representative that imposes duties on or involves service by the representative with respect to an employee benefit plan, its participants or beneficiaries;
- (d) “Proceeding” means any threatened, pending or completed action, suit, appeal or other proceeding of any nature, whether civil, criminal, administrative or investigative, whether formal or informal, and whether brought by or in the right of the Charter School, or otherwise; and
- (e) “Representative” means any person who: (i) serves or has served as a Trustee, officer, employee or agent of the Charter School; or (ii) has been expressly designated by the Board as a Representative of the Charter School for purposes of and entitled to the benefits under this Article.

Section 13.2. Indemnification.

The Charter School shall indemnify a Representative against any Liability actually and reasonably incurred by the Representative in connection with any Proceeding in which he or she may be involved as a party or otherwise by reason of the fact that the Representative is or was serving in an Indemnified Capacity, including without limitation, any Liability resulting from an actual or alleged breach or neglect of duty, error, misstatement or misleading statement, negligence, gross negligence, or act or omission giving rise to strict or products liability, except to the extent: (a) the conduct of the Representative is determined by a court to have constituted willful misconduct or recklessness; (b) the conduct of the Representative is based upon or attributable to his or her receipt from the Charter School of a personal benefit to which the person is not legally entitled; (c) the liability of a Representative is with respect to the administration of assets held by the Charter School in trust pursuant to Section 5547 of the Act; or (d) such indemnification is expressly prohibited by applicable law or otherwise is unlawful.

The Charter School shall indemnify a Representative under the preceding provisions of this Section 13.2 only if the Representative acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Charter School and, with respect to any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any Proceeding by judgment, order, settlement or conviction, or upon a plea of *nolo contendere* or its equivalent, shall not of itself create a presumption that the person did not act in good faith and in a manner that he or she reasonably believed to be in, or not opposed to, the best interests of the Charter School and, with respect to any criminal proceedings, had reasonable cause to believe that his or her conduct was unlawful. Action with respect to an employee benefit plan taken or omitted in good faith by a Representative in a manner that he or she reasonably believed to be in the best interests of the participants and beneficiaries of the plan shall be deemed to be action in a manner that is not opposed to the best interests of the Charter School.

The Charter School shall not indemnify a Representative under the preceding provisions of this Section 13.2 with respect to any claim, issue or matter as to which the Representative has been adjudged to be liable to the Charter School in a Proceeding brought by or in the right of the Charter School to procure a judgment in its favor, unless (and then only to the extent that) the court of common pleas of the judicial district embracing the county in which the Charter School's registered office is located or the court in which the action was brought determines upon application that, despite the adjudication of Liability but in view of all of the circumstances of the case, the Representative is fairly and reasonably entitled to indemnification from the Charter School for the expenses that such court deems proper.

Unless ordered by court, any indemnification of a Representative under preceding provisions of this Section shall be made by the Charter School only upon a determination made in the specific case that such indemnification of the Representative is proper in the circumstances because he or she has met the applicable standard of conduct set forth in the preceding provisions of this paragraph.

To the extent that a Representative has been successful on the merits or otherwise in defense of any proceeding referred to in Section 5741 or Section 5742 of the Act or in defense of any claim, issue or matter therein, such Representative shall be indemnified by the Charter School against expenses (including without limitation attorneys' fees and costs of Proceedings) actually and reasonably incurred by such person in connection therewith.

If a Representative is entitled to indemnification under this Section 13.2 in respect of a portion, but not all, of a Liability to which the Representative is subject, the Charter School shall indemnify the Representative to the maximum extent for such portion of the Liability.

Section 13.3. Limitation on Indemnification.

Notwithstanding any other provision of this Section, the Charter School shall not indemnify a Representative for any Liability incurred in a Proceeding which was initiated by the Representative (which shall not be deemed to include counterclaims or affirmative defenses) or in which the Representative participated as an intervener or *amicus curiae*, unless such initiation of or participation in the Proceeding is authorized, either before or after its commencement, by the Board.

Section 13.4. Advancement of Expenses.

The Charter School shall pay, in advance of the final disposition of a Proceeding described in Section 13.2 or the initiation of or participation in a Proceeding authorized under Section 13.2, the expenses (including without limitation attorneys' fees and costs of Proceedings) incurred in good faith in connection with such Proceeding by the Representative who is involved in the Proceeding by reason of the fact that he or she is or was serving in an Indemnified Capacity. Such advancement of expenses shall be made by

the Charter School upon its receipt of an undertaking, satisfactory to the Charter School, by or on behalf of the Representative to repay to the Charter School the amounts advanced by the Charter School in the event it is ultimately determined that the Representative is not entitled to indemnification under this Article.

Section 13.5. Payment of Expenses.

A person who is entitled to indemnification or advancement of expenses from the Charter School under this Article shall receive such payment or advancement promptly after the person's written request therefore has been delivered to the Secretary of the Charter School.

Section 13.6. Interpretation.

The provisions of this Article shall constitute and be deemed to be a contract between the Charter School and its Representatives, pursuant to which the Charter School and each such Representative intend to be legally bound. Each person serving as a Representative shall be deemed to be doing so in reliance upon the rights provided by this Article. The rights granted by this Article shall not be deemed exclusive of any other rights to which persons seeking indemnification, advancement of expenses or contribution under this Article may be entitled under any statute, agreement, vote of Trustees or disinterested Trustees, or otherwise, both as to action in an Indemnified Capacity and as to action in any other capacity. The rights to indemnification, advancement of expenses and contribution provided by this Article shall continue as to a person who no longer serves as a Representative and shall inure to the benefit of his or her heirs and personal and legal representatives.

Section 13.7. Proper Reliance.

An Indemnified Representative shall be deemed to have discharged his or her duty to the Charter School if he or she relied in good faith on information, advice or an opinion, report or statement prepared by:

- (a) one or more officers or employees of the Charter School whom such Indemnified Representative reasonably believes to be reliable and competent with respect to the matter presented;
- (b) legal counsel, public accountants or other persons as to matters the Indemnified Representative reasonable believes are within the professional expert competence of such persons; or
- (c) a committee of the Board on which he or she does not serve as to matters within its area of designated authority, which committee he or she reasonably believes to merit confidence.

Section 13.8. Binding Effect.

All rights to indemnification under this Article shall be deemed a contract between the Charter School and the Indemnified Representative pursuant to which the

Charter School and each Indemnified Representative intend to be legally bound. Any repeal, amendment or modification of this Article shall be prospective only and shall not affect any right or obligations then existing.

Section 13.9. Non-exclusive Remedy.

The indemnification of Indemnified Representatives, as authorized by this Article shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement or expenses may be entitled under any statute, agreement, vote or disinterested Trustees or otherwise, both as to action in an official capacity and as to action in any other capacity. The indemnification and advancement of expenses provided by or granted pursuant to this Article shall continue as to a person who has ceased to be an Indemnified Representative in respect of matters arising prior to such time, and shall insure to the benefit of the heirs, executors, administrators and personal representatives of such person.

Section 13.10. Indemnified Representative.

Each person who shall act as an Indemnified Representative of the Charter School shall be deemed to be doing so in reliance upon the rights of indemnification provided by this Article.

Section 13.11. Insurance.

The Charter School shall purchase and maintain insurance on behalf of any person who is or was a Trustee or Officer of the Charter School against any liability asserted against him or her and incurred by him or her in an official capacity or arising out of his or her status. The Charter School's payment of premiums with respect to such insurance coverage shall be provided primarily for the benefit of the Charter School. To the extent that such insurance coverage provides a benefit to the insured person, the Charter School's payment of premiums with respect to such insurance shall be provided in exchange for the services rendered by the insured person and in a manner so as not to constitute an excess benefit transaction under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE 14 – TRANSACTION OF BUSINESS

Section 14.1. Negotiable Instruments.

All checks or demands for money and notes of the Charter School shall be signed by such Officer or Officers as the Board may designate. All contracts, deeds, leases, bonds, and other instruments authorized to be executed by an Officer of the Charter School shall be signed in accordance with the Act, except as the Trustees may generally or in particular cases otherwise determine. Any recordable instrument purporting to affect an interest in real estate, executed in the name of the Charter School by the Board shall be binding on the school in favor of a purchaser or other person relying in good faith on

such instrument, notwithstanding any inconsistent provision of the Charter, Bylaws, or votes of the Board.

ARTICLE 15 – CORPORATE RECORDS

Section 15.1. Bookkeeping; Recordkeeping.

The Charter School shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of the meetings of the Board and committees having any of the authority of the Board, a copy of the Bylaws and any amendments thereto, a list of the names and business addresses of its current Board and Officers, and a copy of the most recent annual reports delivered to state and Federal officials.

ARTICLE 16 – TRANSPARENCY

Section 16.1. Transparency.

The Charter School shall ensure that its IRS Forms 990, annual reports and financial statements are complete and accurate and are posted to the Charter School’s website or otherwise made available to the public.

ARTICLE 17 – AMENDMENTS

Section 17.1. Amendments.

Except as specifically set forth herein, the Bylaws of the Charter School only may be amended by a two-thirds (2/3) vote of the Board at any meeting after notice of such purpose has been given. If the Bylaws are to be amended, the board shall provide thirty (30) days notice of such consideration of amendments by public posting of the proposed Bylaws on the Charter School’s website and availability for public inspection.

ARTICLE 18 – MISCELLANEOUS

Section 18.1. Fiscal year.

The fiscal year of the Charter School shall be as established by the Board.

Section 18.2. Conflicts.

In the event of any irreconcilable conflict between these Bylaws and applicable law, the latter shall control.

Section 18.3. Definitions.

Except as otherwise specifically provided in these Bylaws, all terms used in these Bylaws shall have the same definition as in the Charter School Law.

Section 18.4. Dissolution.

Upon revocation or non-renewal of the Charter School's Charter, such revocation or non-renewal date being when all administrative and judicial remedies have been exhausted, the Charter School shall be dissolved. After disposition of or making provision for the payment of all liabilities and obligations of the Charter School, any remaining assets shall be distributed in accordance with the Charter School Law, any voluntary dissolution plan as part of the Charter School's Charter and Articles of Incorporation.

Adopted:

Chief Operations Officer

Goal-focused education professional with over 15 years of experience steering academic success for diverse student groups through creating data-driven programs and projects in fast-paced remote and hybrid environments.

Motivational and student-centered leader with demonstrated ability to recruit, manage, and evaluate high-performing teams dedicated to continuous instructional and process improvement. Articulate and engaging communicator adept at fostering strategic partnerships with cross-functional co-workers and external stakeholders as well as organizations to achieve project goals within expected budgetary requirements and deadlines. DEI enthusiast skilled at formulating and executing evidence-based professional development coaching initiatives to ensure differentiation in lessons to accommodate scholars with various learning styles.

Areas of Expertise

- People & Performance Management
- Professional Development Training
- Strategic Planning & Execution
- Operations & Program Management
- Partnership Building & Management
- Project Management
- Project Management
- Budget Management
- Recruitment & Hiring

Accomplishments

- Increased school performance by 25% at Burlington County Special Services School District by studying evaluation ratings to create and implement data-informed training workshops for teachers and administrative staff.
- Boosted student performance in standardized testing by over 35% in mathematics and 20% in literacy at Trenton Public Schools by pioneering and establishing The HSPA Hub to connect learners with college students for tutoring and college as well as career readiness assistance.
- Advocated for student wellness at K-12 Education Services by overseeing integration of Social Emotional Learning in classroom instruction and syllabus.

Career Experience

Manager of Technology Integration, Alliance for Program Charter School, Philadelphia, PA 2019 – Present

Direct staff management, recruitment, and performance evaluation while partnering with Principal, Academic Directors, and faculty to uncover issues faced by teachers in hybrid, online, and in-person classroom settings. Leverage needs analysis data to create evidence-based training programs to coach instructors on incorporating educational technologies to introduce differentiation into the curriculum, lessons, and school community at large.

- Championed professional development of teachers and school administrators by creating and facilitating training on implementation of instructional technologies.
- Contributed to change management during COVID-19 pandemic by supporting educators with utilizing instructional technologies to ensure continuation of learning.

...continued...

Director of Student Support Services, K-12 Education Services, Herndon, VA

2015 – 2019

Spearheaded student support services department by recruiting, supervising, and coaching personnel to assist at-risk and struggling students. Collaborated with parents, faculty, and department to institute individualized performance improvement plans, including grade monitoring, and referring students with mental health challenges for counseling. Steered student engagement by facilitating professional development training on Social Emotional Learning as well as reforming school policies and procedures.

- Commended for excellent performance in driving student retention rates resulting in being select to receive award.
- Augmented students' academic achievement through extensively promoting the school's mission to increase learner engagement enhancing learners' performance.
- Improved student support and met service users' needs by overhauling and enhancing team structure.

Principal, Burlington County Special Services School District, Westampton, NJ

2013 – 2016

Led school operations and administration by drafting and managing annual budgets, designing growth and improvement plans, and directing all aspects of people management. Introduced special and alternative education programs and policies in partnership with superintendent and district board. Cultivated positive, safe, and inclusive learning environment to maintain student engagement and reduce behavioral issues. Facilitated district-wide professional development training for teachers in accordance with established goals and mission.

- Implemented cost savings of 25% by optimizing student and performance management approaches.
- Slashed suspension rate by 30% through introducing enhanced behavior management policies and procedures.
- Advanced DEI by overhauling and rejuvenating school structure to accommodate learning requirements of diverse student demographic.

Principal, Newark Public Schools, Newark, NJ

2011 – 2013

Devised and executed school improvement plans in collaboration with district leadership team and superintendent while steering efficient resource allocation to foster strategic partnerships with community organizations, local universities, and professional development companies. Supervised, coached, and evaluated teachers through undertaking class observations to identify and address areas for enhancement in instructional methodologies. Oversaw automation and streamlining of operational processes to amplify staff productivity. Built relationships with students and families to encourage engagement in school activities.

- Enriched student and employee relations by executing programs aimed at improving academic and school culture performance and measuring outcomes via feedback surveys.
- Bolstered attendance rates by 15% through endorsing the district-wide Attendance Matters campaign.
- Strengthened workplace readiness and college acceptance rates by 40% by completing robust tutoring and mentoring sessions with students.
- Augmented PTA membership by 400% by instituting promotional and informational campaigns such as social media, newsletters, Coffee with the Principal, PTA Breakfast, and Data for Dinner initiatives.

Vice-Principal, Trenton Public Schools, Trenton, NJ

2001 – 2011

Coordinated school operations management in collaboration with Principal while performing K-12 class observations to produce data-informed and evidence-based professional development coaching programs for teachers. Supported recruitment, hiring, and onboarding of new staff members while reviewing annual budgets. Encouraged preparation for learning by hosting daily morning meetings with personnel and students.

- Secured promotion from Teacher role to being Vice-Principal by demonstrating excellent people and operations management skills.

****Additional Experience****

Executive Function Coach, Beyond Booksmart, Needham, MA

- Boosted executive functioning capabilities of grades 7-16 students.

Chief Education Officer, International Academy of Trenton Charter School, Trenton, NJ

- Outperformed expected enrollment objectives for grades K-6 students by onboarding 700 learners.
- Amplified at-risk and struggling students' performance by refining pedagogical approaches.

Education

Master of Education (M.Ed.) in Educational Leadership

The College of New Jersey, Ewing Township

Bachelor of Science (B.Sc.) in Educational Psychology

Rutgers University, New Brunswick, NJ

Bachelor of Science (B.Sc.) in Psychology

Morgan State University, Baltimore, MD

Licenses & Certifications

Principal/Supervisor – State of New Jersey - Standard Certification, Current Teacher, State of New Jersey, Standard Certification for Grades K-6, Current Teacher of Psychology, State of New Jersey, Standard Certification, Current Certified Trainer of Strategic Problem Solving, TregoED, 2016

Languages

Spanish, Conversational
English, Fluent

Technical Proficiencies

Advanced Microsoft Office Suite, Zoom, Google Meet, Google Classroom, Microsoft 365, Teacher Evaluation Software Systems, Video Content Creation, Executive Functioning Tools (in-person and online)

Alexander D. Schuh, Ph.D.

EDUCATION

University of Pennsylvania - Philadelphia, PA

Ph.D. in Educational Psychology - Policy Research, Evaluation, and Measurement

Dissertation - *Collaborative learning beyond the classroom*

M.S. in Educational Psychology - Policy Research, Evaluation, and Measurement

Yale University - New Haven, CT

Bachelor of Arts in Anthropology- Concentration in Native American Cultures

Dr. Schuh is the founder and Executive Director of School Frontiers LLC (formerly FRONTIER 21 Education Solutions), an educational evaluation and school system technical assistance provider focused on data-driven solutions for school improvement. Dr. Schuh is a school performance assessment expert and a specialist in conducting evaluations of educational programs. Dr. Schuh is also an expert in providing start-up and technical assistance to new schools, particularly in the areas of technology integration and distance learning.

Selected Current Research Projects:

Evaluation Studies of Federally-funded 21st Century Community Learning Center Programs- Multiple schools

- Design and conduct multi-year evaluation of after school and summer programs serving 3000+ students annually
- Design instruments for data collection, conduct observations, collect and analyze a wide variety of student and program data
 - Program Operators
 - Richard Allen Preparatory Charter School
 - Maritime Academy Charter High School
 - Freire Charter School
 - Mastery Douglass Charter School
 - Freire Wilmington Charter School
 - Russell Byers Charter School
 - Tech Freire Charter School
 - Erie Rise Leadership Academy Charter School
 - Chester Charter School for the Arts
 - Philadelphia Academy Charter School
 - Philadelphia Electrical and Technology Charter School

Evaluation of the Noyce Science Teacher Education Project - St. Joseph's University, Philadelphia, PA

- Evaluate the impact of a National Science Foundation-supported program to train science teachers for middle and high schools
- Assist with the development of an assessment and progress tracking system for scholarship students post-college.

Evaluation of the GEOKIDS Project- Wagner Free Institute of Science and St. Joseph's University, Philadelphia, PA

- Evaluate the progress of students in the National Science Foundation funded GeoKids Science Education program using variety of school engagement and performance data
- Provide feedback on the involvement of St. Joseph's University NSF Fellows.

Evaluation of the Win/Win Project of Save-A-Mind Foundation- Bala Cynwyd, PA

- Evaluate the impact of a middle school character building and school attachment intervention project in economically distressed urban middle schools in Trenton, NJ and Philadelphia, PA

Evaluation of the Fun and Function Special Education Interventions- New York, NY and Philadelphia, PA

- Evaluate the impact of a behavioral intervention program in urban schools for students with behavior problems

Evaluation of School Improvement Efforts at Maritime Academy Charter School – Philadelphia, PA

- Gather data to assess the impact of changes to school schedule and curriculum at the elementary and high school levels at a large urban charter school

Evaluation of School Turnaround/School Improvement Grant at People for People Charter School- Philadelphia, PA

- Evaluate multi-million dollar, three year, federally funded school turnaround effort funded by a School Improvement Grant
- Collect school engagement, academic performance, teacher professional development and similar data for analysis relative to program turnaround goals.
- Assess implementation of school improvement efforts in an economically distressed urban charter school

Impact Evaluation of the Children's Scholarship Fund Philadelphia- CSFP, Philadelphia, PA

- Design and conduct the longitudinal evaluation of a privately funded program that enables impoverished families to select and attend independent schools in grades K-8.
- Design multiple surveys to gather data on former and current scholarship participants (school engagement, academic performance, college attendance, high school graduation, and similar measures).
- Administer surveys in multiple forms (online, mail, telephone) to several thousand participants and former participants

Federal Programs Administrator – Maritime Academy Charter School, Philadelphia, PA

- Review and develop policies for a Title I Schoolwide school
- Oversee and work with team to manage federal programs in a large urban school

Prior Project Highlights:

Impact Evaluation of the Community Partnership School- Community Partnership School, Philadelphia, PA

- Evaluate the outcomes and assist with data management of a privately funded school for impoverished young children in grades Pre-K to 5 in North Philadelphia managed by Project HOME and Germantown Academy.

Evaluation of Advanced Tech at CCP Perkins Act/National Tech Prep Demonstration Project- Community College of Philadelphia, Philadelphia, PA

- Designed and conducted a five year evaluation of a National Tech Prep Demonstration Project. Advanced Tech at CCP is a collaborative project between the School District of Philadelphia and the Community College of Philadelphia designed to boost the entrance of minority students into college and Information Technology careers.

Evaluation of the Maryland Gear-Up Grant with REDA International- REDA International, Wheaton, MD

- Collaborated with team evaluating two state-wide projects for the Maryland State Department of Education: Gear-Up College Preparation program, and the Reading Excellence Act reading improvement program.

Evaluation of the Maryland Statewide Reading First Project with REDA INTERNATIONAL AND MGT International- REDA International, Wheaton, MD

- Partnered with project directors from MGT, International and MSDE to conduct field studies, design and administer surveys, and analyze data.

Research Team Leader for National Study of Delinquency Prevention in Schools (NSDPS)- Westat, Inc. Rockville, MD

- Led field research team for National Study of Delinquency Prevention in Schools (NSDPS).
- Worked with team to analyze qualitative and quantitative data for forty NSDPS schools.

PUBLICATIONS

- Barrios, N., & Schuh, A. (2001). *Evaluation of the Maryland Reading Excellence Act*. Tallahassee: MGT of America.
- Gal, I., & Schuh, A. (1994). *Who counts in adult literacy programs? A national survey of numeracy education*. Philadelphia: National Center on Adult Literacy.
- Ginsburg, L., Gal, I., & Schuh, A. (1995). *What does "100% Juice" mean? Exploring adult learners' knowledge of percent*. Philadelphia: National Center on Adult Literacy.
- Rosenblum, S. & Schuh, A. (1998). *Report on the Distance Learning Project of the New Jersey Council for the Humanities*. Philadelphia: Rosenblum-Brigham Associates.
- Schuh, A. (2015). *The Achievement Checkup*. Indianapolis: Friedman Foundation for Educational Choice.
- Schuh, A. (2005). *The Impact of CyberSMART! Technology Education Curriculum on Students' Internet Research Skills*. Philadelphia: Mid-Atlantic Regional Technology in Education Consortium (MARTEC).
- Schuh, A. (2004). *Equity and Technology Literacy in the Mid-Atlantic Region*. Philadelphia: Mid-Atlantic Regional Technology in Education Consortium (MARTEC).
- Schuh, A. (1998). *Charting opportunities (Evaluation of the Technical Assistance Center for Public Charter Schools)*. Philadelphia: Drexel University/Foundations, Inc. Technical Assistance Center.
- Schuh, A. (1999). *Breaking under: Computers' role in self-organizing learning among students in multiple learning environments*. Philadelphia, PA: FRONTIER21 Research.
- Schuh, A. (1998). *Collaborative Learning Beyond the Classroom: A case study of the use of computers for learning in a boarding school*. Doctoral dissertation. Philadelphia, PA: University of Penn.
- Schuh, A. (1999). *A New Family in Mantua: A Brief History of the Founding of the Family Charter School*. Philadelphia, PA: FRONTIER21 Research.
- Schuh, A., & Caneda, C. (1997). A case for residential schools for economically disadvantaged youth. *Residential Treatment for Children and Youth*, 14 (4), pp. 1-14.
- Schuh, A., & Guttentag, S. (1997). *The FAST Collaborative*. Philadelphia: Drexel University/Foundations.

PROFESSIONAL ASSOCIATIONS

International Society for Technology Education (ISTE)
American Evaluation Association (AEA)

Expert Witness Qualifications

Qualified as expert witness in Pennsylvania and Maryland regarding educational testing, statistical data analysis, educational policy, educational/academic standards and educational evaluation.

Gregory R. Wright, M.Ed., MBA

to succeed. Analyze budgets use to create reports that recommend the allocation of funds for the procurement of classroom materials. Collaborate regularly with staff, parents, and community groups to coordinate instruction programs that serve the school's mission.

BRISTOL BOROUGH SCHOOL DISTRICT – Bristol, PA

July 2011–August 2014

Superintendent

Develop and oversee strategies for turning around failing schools and promoting educational excellence in students and staff. Successfully implement Common Core Learning Standards that align curriculums for the promotion of literacy data-driven curriculum. Won a grant that secured a science curriculum to Grades K–5 for 3 years and negotiated a 5-year contract with the teacher's collective bargaining unit. Used Danielson's Framework to monitor the performance of teachers and ensured all instruction complied with state requirements. Established sustainable process improvements to maximize student achievement and teacher excellence. Liaised with community organizations and governmental agencies to find agreements on facility issues arising from construction of a new school building.

WILLIAM PENN SCHOOL DISTRICT – Lansdowne, PA

July 2008–July 2011

Director of K-12 Curriculum and Federal Programs

Assessed curriculums to discover potential weaknesses and redesigned K–12 curriculums in alignment with common core standards for increasing student achievement. Wrote winning grant applications to acquire ARRA and other federal funds. Launched afterschool programs to provide additional resources to students for extracurricular peer interaction and social engagement. Created a new high school schedule that enabled the re-building of the fledgling Band and Choir programs. Created successful Opportunity school and Cyber school to provide resources for career-readiness.

Additional Job History

K–8 Principal, SOUTHEAST DELCO SCHOOL DISTRICT – Folcroft, PA

High School Principal, FRANKLIN TOWNE CHARTER HIGH SCHOOL – Philadelphia, PA

English Teacher (Grades 9–12), FRANKLIN TOWNE CHARTER HIGH SCHOOL – Philadelphia, PA

English Teacher (Grades 9–11), SCHOOL DISTRICT OF PHILADELPHIA – Philadelphia, PA

Presentations

Understanding School Choice and AYP – DCCC (2008)

Progress Monitoring for Student Achievement, 2nd Annual Sino-American Principals Forum (2006)

Education Reform and Charter Schools – SPAC Conference (2006)

Getting It Right: Making History with Real Reform – AFPC Conference (2005)



September 29, 2022

Re: Summary of Terms – Suite 102 – 2nd & State

Dear Nic,

Below are the following non-binding terms under which Second & State Street Partners, LLC would consider a lease agreement at 409 N. 2nd Street, Harrisburg, PA 17101:

1.	TENANT:	ChallengeU Pennsylvania School
2.	LANDLORD:	Second & State Street Partners, LLC
3.	PREMISES:	Approximately 3,376 rentable square feet on a portion of the 1 st floor (known as Suite 102), and we have other options for additional space as your organization grows.
4.	LEASE TERM:	Five (5) years
5.	LEASE COMMENCEMENT DATE:	TBD – Est. June 2023
6.	BASE RENTAL RATE:	\$17,00 to \$26.50 depending of the term, conditions, size and services
7.	ANNUAL BASE ESCALATOR:	3.00% per year
8.	OPERATING EXPENSE BASE:	Tenant shall be responsible for its pro-rata share (6.13%) of any increases in Operating Expenses over the base Calendar Year.
9.	REAL ESTATE TAX BASE:	Tenant shall be responsible for its pro-rata share of any increase in Real Estate Taxes over the base Calendar Year.
10.	TENANT IMPROVEMENTS:	NA
11.	RENEWAL OPTIONS:	Two (2), five (5) year renewal options.
12.	SECURITY DEPOSIT:	No Security Deposit Required.

13.	SIGNAGE:	Building standard tenant identification signage shall be provided in the building directory and at the Tenant's entry, at the sole cost of the Landlord. Landlord shall not unreasonably withhold or deny any customized signage for Tenant's entranceway. Any signage costs at Tenant's entrance above this amount shall be at the cost of the Tenant. Tenant shall also have right to install exterior signage on the building subject to zoning and historic district regulations.
14.	SUBLEASE & ASSIGNMENT RIGHTS:	N/A
15.	PARKING:	Available in the South Street Garage.
16.	USE:	General office and educational use.
17.	NON-DISTURBANCE:	Landlord shall secure and deliver, at the time the Lease is entered into, a non-disturbance agreement executed by Landlord's mortgagee. This provision shall equally pertain to any mortgage, deed of trust, and/or other liens) entered into by and between Landlord and any other entity.
18.	BROKERAGE:	TBD
19.	QUALIFYING CONDITION:	Neither party hereto shall be bound to the other unless or until a complete lease document is fully negotiated, executed, and delivered by the Landlord to the Tenant and consented to by the Landlord. Final terms of the lease also require approval from the landlord and the landlord's Lender.

We appreciate your interest in our space and look forward to working with you further.

Sincerely,

David Butcher (as eSignature)
 President/Partner
 WCI Partners, LP
 Secretary
 Second & State Street Partners, LLC

OFFICE BUILDING
FOR LEASE

409 N. SECOND STREET
HARRISBURG, PA 17101



Daniel J. Alderman
dalderman@naicir.com | 717 761 5070 x132

 1015 Mumma Road
Lemoyne, PA 17043
naicir.com

NAICIR
Appendix 7.5

Information concerning this offering comes from sources deemed reliable, but no warranty is made as to the accuracy thereof, and it is submitted subject to errors, omissions, change of price or other conditions, prior sale or lease, or withdrawal without notice. All sizes approximate. PA License #RB024320A

409 N. SECOND STREET

PROPERTY SUMMARY

FOR LEASE
ASK LISTING AGENT FOR RENT DETAILS



PROPERTY DESCRIPTION

LEED Gold Certified Class A space in a modern five-story office building. 3,500 SF and 4,500 SF first floor retail/office suites. Tremendous natural light, high ceilings, and flexible floor plan combine to make this property an excellent opportunity.

PROPERTY HIGHLIGHTS

- Best looking office building downtown!
- Close proximity to State Capitol Building, coffee shops, and restaurants
- Manned guard desk
- Ample windows and high-end finishes
- Potential signage on building

OFFERING SUMMARY

Lease Rate:	Ask Listing Agent for rent details
Available SF:	3,500 - 4,500 SF
Lot Size:	0.3 Acres
Building Size:	55,000 SF

DEMOGRAPHICS

	1 MILE	3 MILES	5 MILES
Total Households	6,189	44,240	81,727
Total Population	10,851	102,395	195,965
Average HH Income	\$40,126	\$50,827	\$58,908

Daniel J. Alderman
dalderman@naicir.com | 717 761 5070 x132

 1015 Mumma Road
Lemoyne, PA 17043
naicir.com

Appendix 80

NAICIR

409 N. SECOND STREET PROPERTY DETAIL

FOR LEASE

ASK LISTING AGENT FOR RENT DETAILS



Commercial Real Estate Services, Worldwide.



Central PA Office Lease

CL211 #8

409 N. Second Street, Harrisburg, PA 17101

Dauphin County

LEED Gold Certified Class A space in a modern five-story office building. 3,500 SF and 4,500 SF first floor retail/office suites. Tremendous natural light, high ceilings, and flexible floor plan combine to make this property an excellent opportunity.



Contact Information

Daniel J. Alderman dalderman@naicir.com 717-761-5070 ext. 132

Availability Information

Sq Ft Available	8,000 SF
Min Contiguous SF	3,500 SF
Max Contiguous SF	9,000 SF
Availability	January 1, 2023
Space Available	Two suites on first floor
Rooms & Sizes	Suite 101 - 4,500 SF Suite 102 - 3,500 SF
Additional Info	See attached floor plan

Building Information

Total Bldg Sq Ft	35,000 SF
Construction	Masonry
Year Constructed	2012
Elevator	Yes; two

No. Of Floors	Five
Ceiling Height	First floor - 10' Second floor - 9'
Sprinklers	Yes
HVAC	Geothermal
Roof	Rubber
Ceiling Type	2x4 suspended acoustic tiles
Walls	Drywall
Floor Type	Concrete
Lighting	Fluorescent
Business ID Sign	Building signage available

Land Information

Tax Parcel #	04-018-017
Acres	0.300 AC
Sq. Ft.	13,068 SF
Frontage	117' on Second Street
Parking	Public garage adjacent to property.
Historic District	Yes
Additional Info	EV charging station in front of building

Utilities & Zoning Information

Water	Public
Sewer	Public
Zoning	CN - Commercial Neighborhood; permits business services, offices, retail, restaurant, medical, etc.
Additional Info	Check zoning ordinance for a complete list of permitted uses.

Office Buildout Details

Total Size	8,000 SF
Rooms & Sizes/Lots	See attached floor plan
Type Finish	High-end finishes
HVAC	Geothermal

Leasing Information

Price per SF (notes)	Ask listing agent for rent details	
Real Estate Taxes	Included in rent	
Insurance	Included in rent	
Lease Term	Three or more years	
Options	Negotiable	
Possession	Negotiable	
Security Deposit	Yes	
Landlord/Tenant Service Responsibilities	Heat: Landlord Trash Removal: Tenant Insurance: Landlord Air Conditioning: Landlord HVAC Repairs: Landlord Interior Repairs: Tenant Water & Sewer: Landlord Supplies: Tenant	Taxes: Landlord Electric: Landlord Janitorial: Tenant Structural Repairs: Landlord Parking Lot Maint: Landlord Light bulbs: Tenant Plumbing Repairs: Landlord Roof Repairs: Landlord

Information concerning this offering comes from sources deemed reliable, but no warranty is made as to the accuracy thereof, and it is submitted subject to errors, omissions, change of price or other conditions, prior sale or lease, or withdrawal without notice. All sizes approximate.

Daniel J. Alderman
dalderman@naicir.com | 717 761 5070 x132

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Appendix 81
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409 N. SECOND STREET EXTERIOR PHOTOS

FOR LEASE
ASK LISTING AGENT FOR RENT DETAILS



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409 N. SECOND STREET INTERIOR PHOTOS

FOR LEASE
ASK LISTING AGENT FOR RENT DETAILS



Daniel J. Alderman
dalderman@naicir.com | 717 761 5070 x132

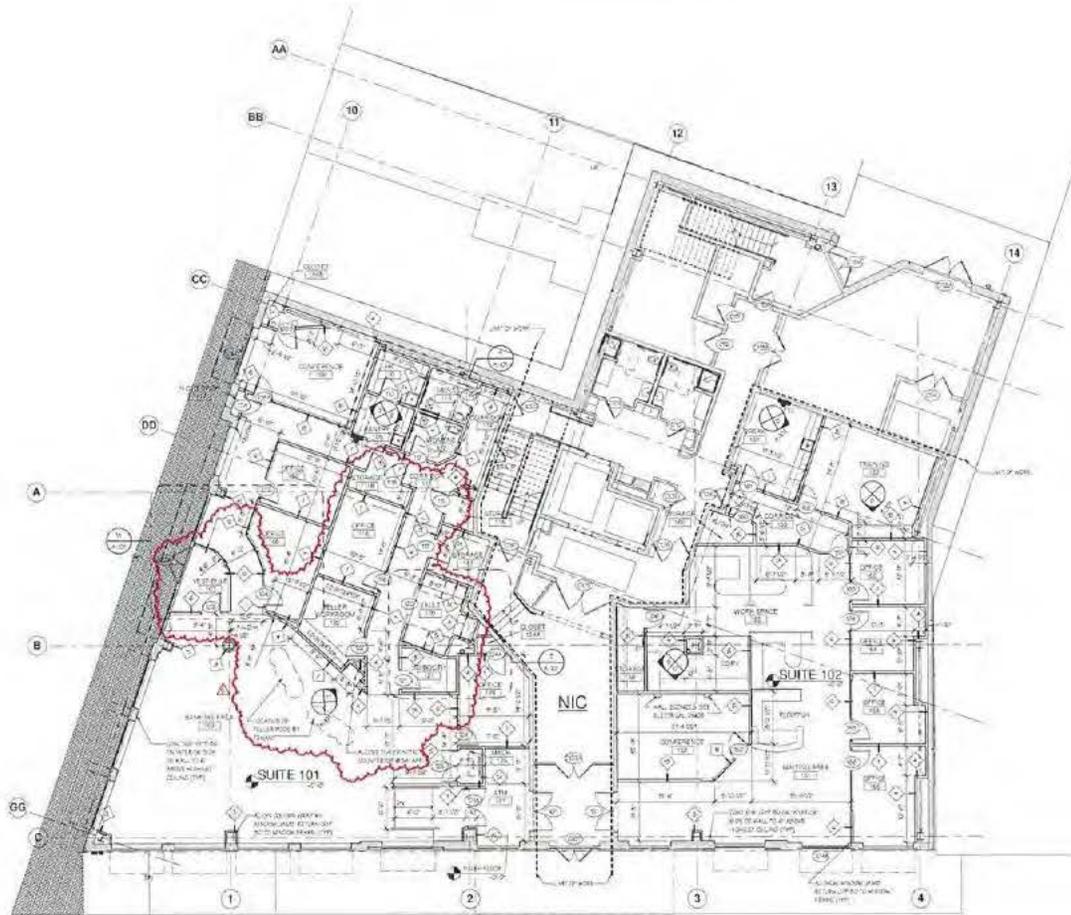
Information concerning this offering comes from sources deemed reliable, but no warranty is made as to the accuracy thereof, and it is submitted subject to errors, omissions, change of price or other conditions, prior sale or lease, or withdrawal without notice. All sizes approximate. PA License #RB024320A.

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409 N. SECOND STREET FLOOR PLAN

FOR LEASE
ASK LISTING AGENT FOR RENT DETAILS



1 FIRST FLOOR PLAN
SCALE 3/8"=1'-0"

Daniel J. Alderman
dalderman@naicir.com | 717 761 5070 x132

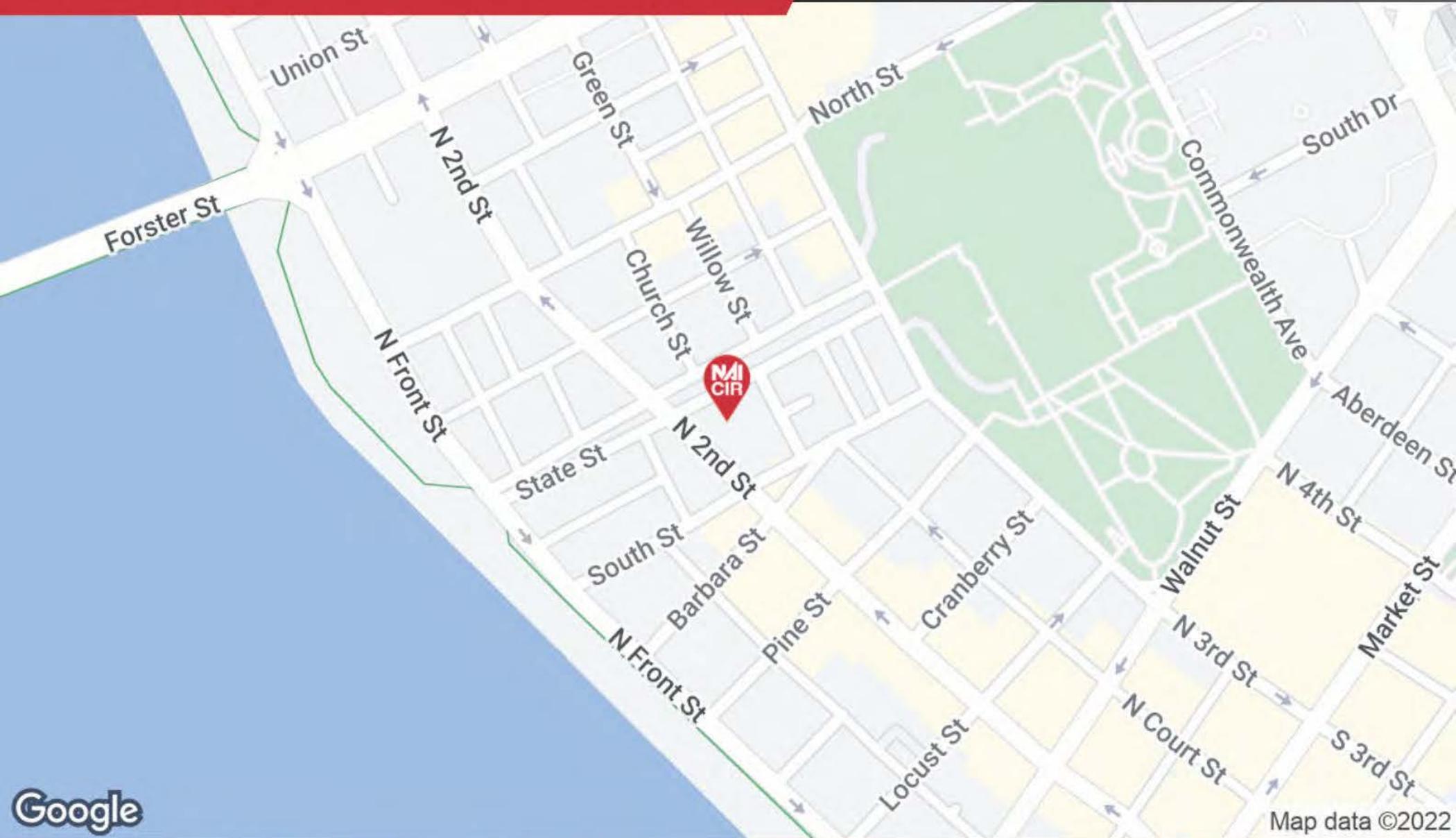
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Appendix 84
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409 N. SECOND STREET LOCATION MAP

FOR LEASE
ASK LISTING AGENT FOR RENT DETAILS



Map data ©2022



Daniel J. Alderman
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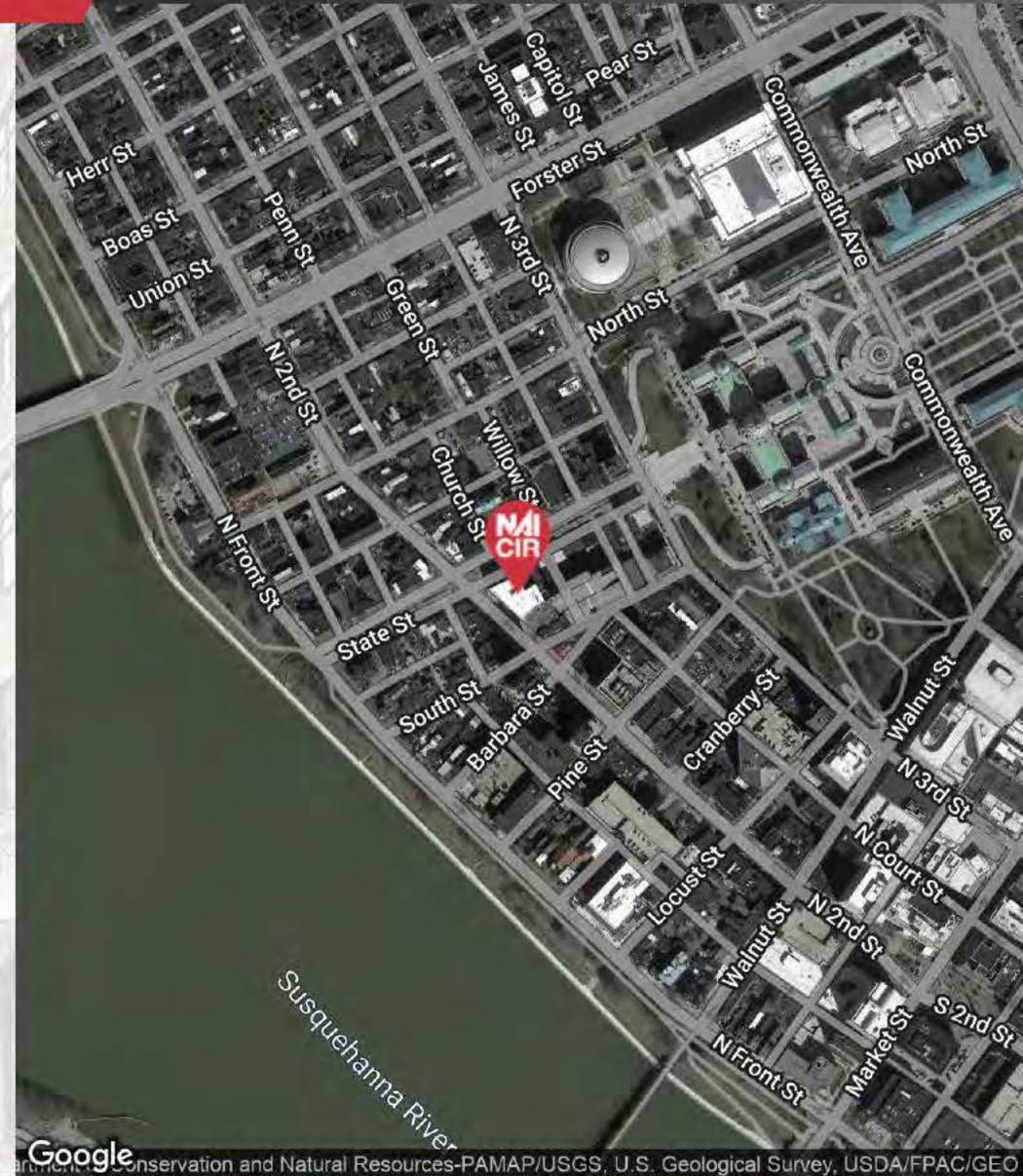
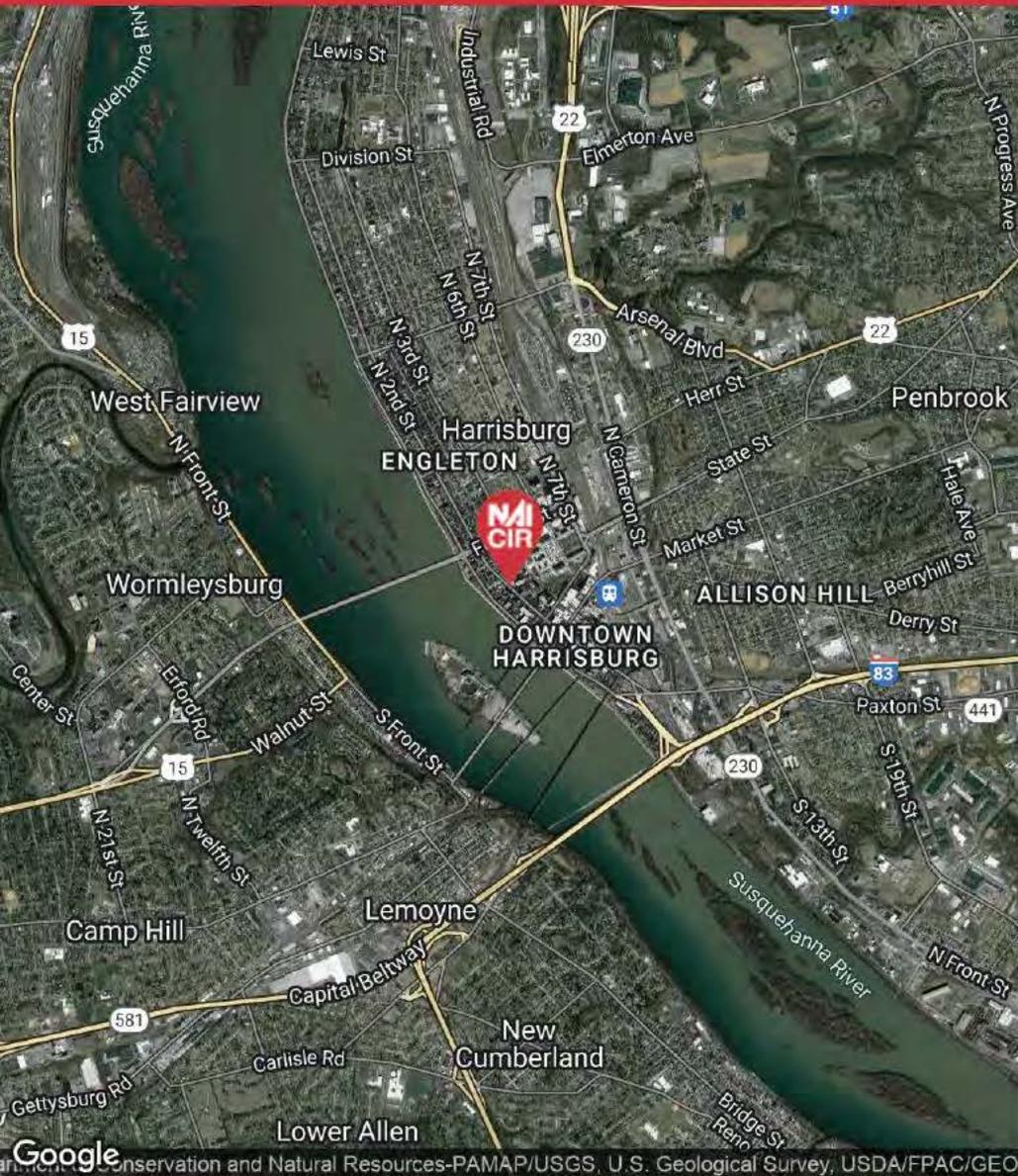
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Appendix 85



409 N. SECOND STREET LOCATION MAP

FOR LEASE
ASK LISTING AGENT FOR RENT DETAILS



Daniel J. Alderman
dalderman@naicir.com | 717 761 5070 x132

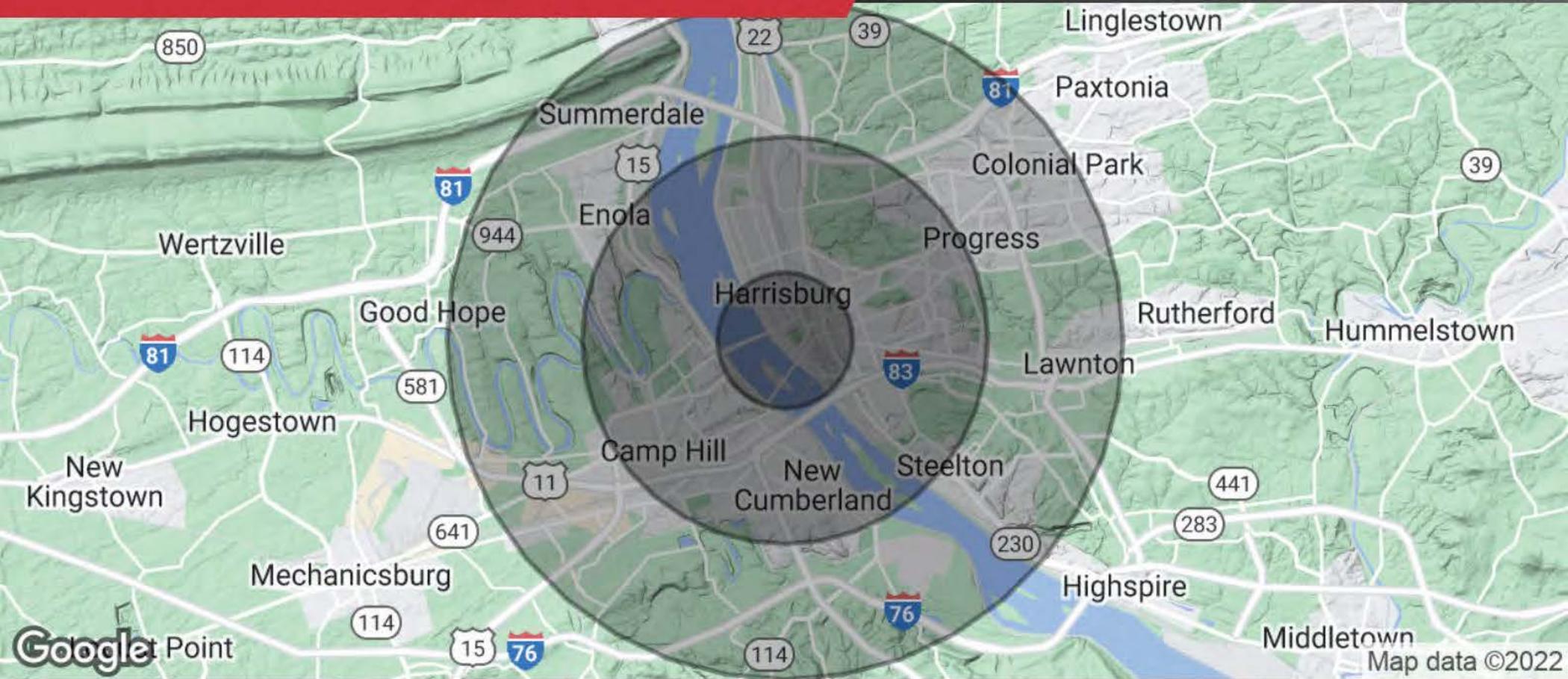
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Appendix 86
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409 N. SECOND STREET DEMOGRAPHICS

FOR LEASE
ASK LISTING AGENT FOR RENT DETAILS



POPULATION

1 MILE	3 MILE	5 MILE
10,851	102,395	195,965

HOUSEHOLDS

1 MILE	3 MILE	5 MILE
6,189	44,240	81,727

INCOME

1 MILE	3 MILE	5 MILE
\$40,126	\$50,827	\$58,908

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Student #1



Name, Age, location, do you have home/family responsibilities?

Taylor, 18, Richmond, sister/ cousin/daughter

Looking after her mother (cooking, cleaning, going to the doctor) only one able to stay and live with her due to mental and physical challenges, because there was 6 kids and she wasn't 1st or last born she was overlooked by family

Can you describe your childhood: what about home, environment, school

Beginning a lot of family and love → had to grow up earlier because of trauma → environment with laughter, jokes and sharing, challenges mental and physical

School was always hard: beginning had friends and always had a reason to go to school (learn, laugh or escape) → 7th grade school got tough but couldn't fake the insecurities, developed anxiety, depression and a lot of anger, isolated and got worse/more intense in high school which affected ability to connect with others and teachers → poor academic performance

3 most difficult situations you had to overcome (home, environment, school)

1. Just because you know someone doesn't mean you know someone
2. Challenging society pressure to be perfect (body, personality); focus on how i feel vs society "if i feel good about myself it shouldn't matter what society wants you to be"
3. Life's too short so make sure to let people know that you love them; give people their flowers before they die; several family members who passed unexpectedly (older sibling, summer 2018 around 8th grade due to violence and a distant relative who suffered from illness)

When and why did you drop out from school?

9th grade school was too hard because i was still grieving due to the death of a close family member so I struggled with attendance and stopped going to school 10,11, and 12th

3w "It was hard getting up and going to school, my anxiety level was through the roof, and i thought that if people were to take a look at me they could see everything that's wrong with me and not going to school regularly and coming back was hard because once you are in and out of school for so long it's weird coming back and it was hard to keep up with the routine.

How did you hear about ChallengeU + Why did you enroll in ChallengeU

Ms Corbin(CIS coordinator at TJ) who knows about my struggle with school told me about ChallengeU and applied on my behalf to get into ChallengeU to give me a second chance to graduate and walk across the stage.

What would you like to share about how the challengeu program is different from the other school program you attended (coach relationship, activities, online platform, testing, environment)?

Challenge U are very hands on... everytime Ms.Bria would call and say do you need help with this?

Took me to the library because

Stayed on top on me and suggest what work to do when dropping off

During the ChallengeU program did you experience a mind shift

Most definitely.. In the beginning it was 'if i graduate...' then it became 'when I graduate'...

Now that you graduated, what is your next step?

I am planning to become a social worker.. I am going to Jay Sarg to study social science and then transferring to a four year college

How ChallengeU is supporting your next steps?

Helping me going through the college app, orientation, fafsa and getting a job interview to work at the legacy farm with CHAT this summer

Where do you see yourself in a few years (job)?

Helping kids and teenagers with mental health disabilities/challenges

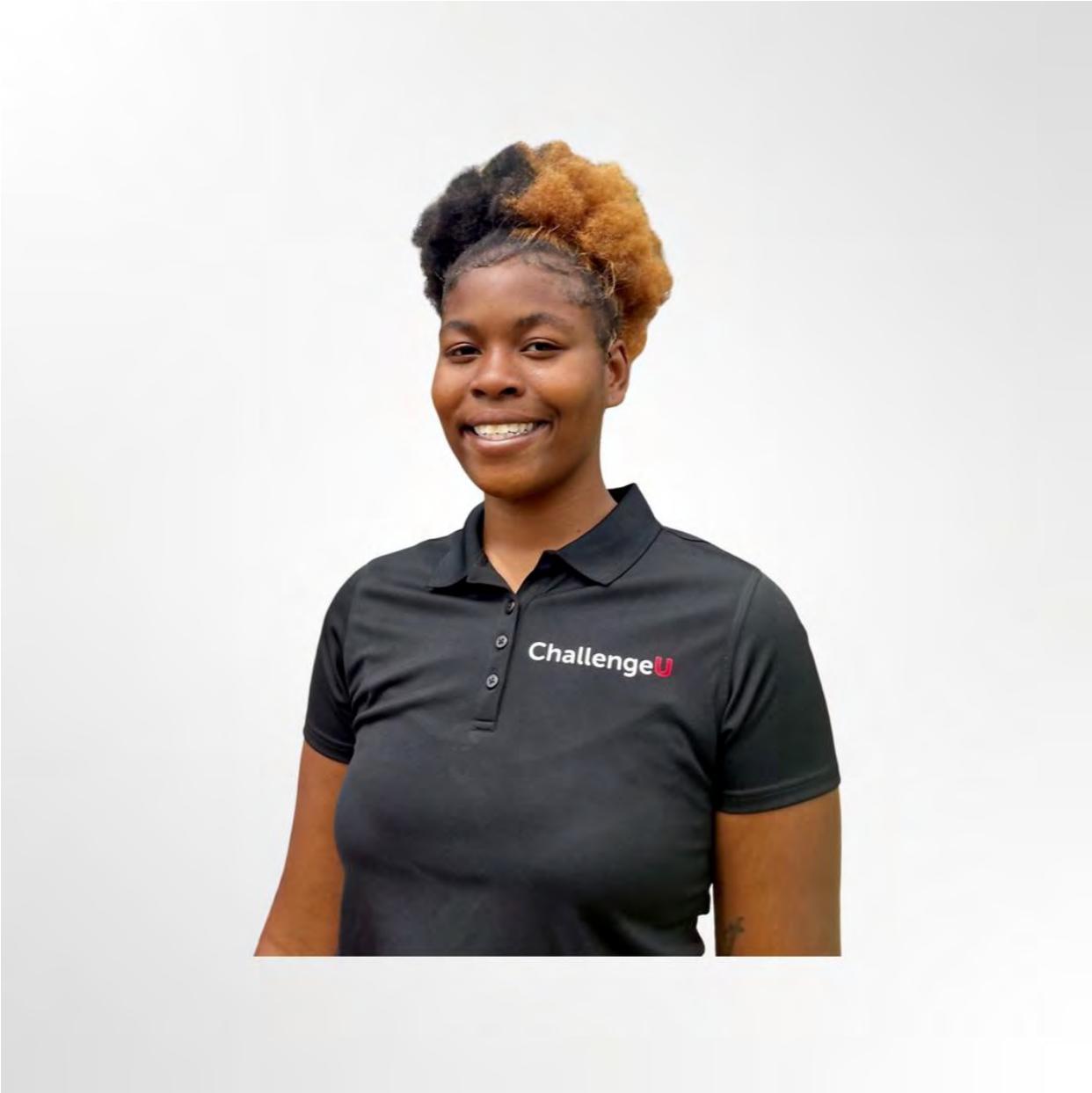
What would you like to say to other kids that are in a similar situation you were a year ago?

Never give up.. No matter how hard something is you can achieve... something that may have seen like a huge problem now down the line if you work hard it won't be as big as you thought it was

If you want something bad enough you can achieve it...

Your only set back is you once you stop holding yourself back and want achieve something, you can do anything

Student #2



Name, Age, location, do you have home/family responsibilities?

lonna aka Piink

I am 19 years old from the Southside of Richmond, Virginia. I am a mother to my baby girl. At home I am responsible for caring for my child, handling all of her needs as well as taking care of myself and my responsibilities in the house (some bills and groceries). I also have a job working at Food Li-on.

Can you describe your childhood: what about home, our environment, your school

Did not want to share her difficult childhood

3 most difficult situations you had to overcome (home, environment, school)

One of the most difficult situations that I have had to overcome is being pregnant at a young age and telling my family about it. That was very difficult for me. Another difficult situation is providing for me and my child. Taking responsibility for her as a parent and getting what we both need.

When and why did you drop out from school?

After I had my daughter, I switched to online school. I kept getting the run around and did not get the attention that I needed. After getting frustrated from not getting the support that I needed and not getting the help that I needed to be successful in online school, I stopped. I stopped thinking about school and started thinking more about me and my daughter.

How did you hear about ChallengeU + Why did you enroll in ChallengeU?

I tried another program but when I made it to the end of the program I could not get in contact with them. Later on I got a call from ChallengeU. I enrolled because I wanted to give school one more chance and I figured, what the heck, I will give it one more shot and hope it works out.

What would you like to share about how the challengeu program is different from the other school program you attended (coach relationship, activities, online platform, testing, environment)?

I like that I am not doing it alone. I like that I have help and support from the coaches to get finished. There were times when I wanted to give up but they would not let me quit. The team continued to show up to my house and talk to me and my Mom. They did not accept me giving up. The coaches kept reminding me of my goals and things that I wanted. They were there to get me back on track and now I am here!

During the ChallengeU program did you experience a mind shift

Yes. I stopped thinking about things that were not important in getting to my goal. I started putting my needs for my life first and I have grown from that. Before talking to my Coaches I did not have a plan but after working with them, I see that I can do this. I want to become a CNA first, then work towards becoming an LPN or RN.

Now that you graduated, what is your next step?

I want to start a new chapter. I want to become independent and start by getting a car then get a place where I can live on my own.

How ChallengeU is supporting your next step?

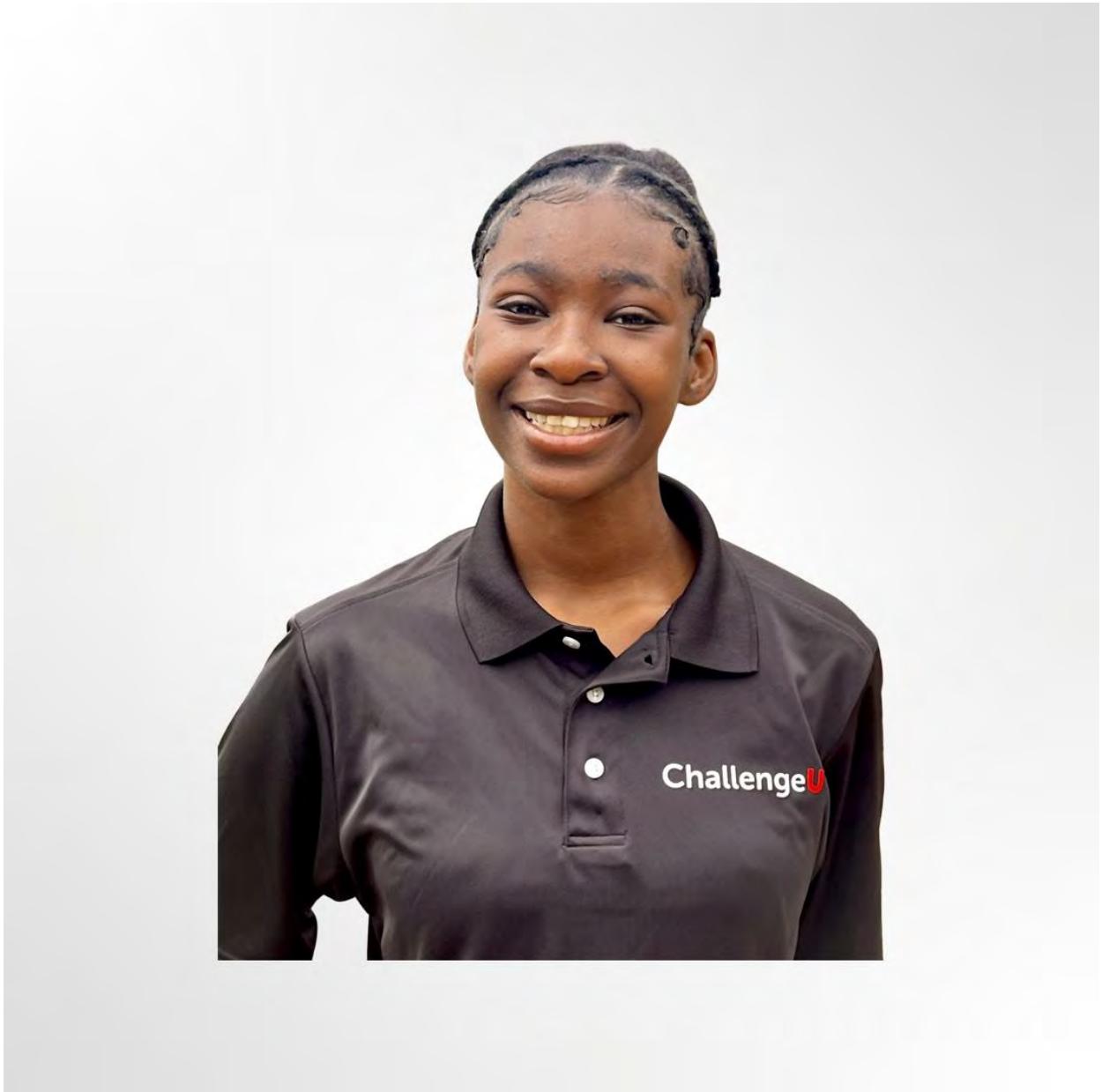
They have supported me in many ways. Currently they are helping me to study for my GED test and for my driving test so that I can get my license. My coach is also helping me to find driving schools.

Where do you see yourself in a few years (job)?

In a few years I see myself in my career, working in the medical field as a Nurse.

What would you like to say to other kids that are in a similar situation you were a year ago?
I know it gets hard but take a breather! Keep pushing for better,keep pushing for change.

Student #3



Name, Age, location, do you have home/family responsibilities?

Jahneysha

I am 19 years old and I live in Richmond, Va. I help around the house by doing chores, helping to keep up the house and looking after my younger siblings.

Can you describe your childhood: what about home, our environment, your school

Did not want to share her difficult childhood

3 most difficult situations you had to overcome (home, environment, school).

The most difficult thing that I have had to deal with would be having to live in different cities and switch to different schools.

When and why did you dropout from school?

I never really realized that I stopped going to school after losing my Grandmother. I lost all motivation for everything.

How did you hear about ChallengeU + Why did you enroll in ChallengeU?

A few months after I stopped going to school, somebody called my Mom and told her about the program. I had enough time to grieve and deal with the loss of my Grandma. I was willing to come back to school as long as I did not have to go back into the building. I also promised my Mom and my family that I would finish school.

What would you like to share about how the challengeu program is different from the other school program you attended (coach relationship, activities, online platform, testing, environment)?

I love ChallengeU and the Coach relationships! They are so motivational and help you out in every way that they can.

During the ChallengeU program did you experience a mind shift?

Yes, I did experience a major mind shift. I am now thinking about my future and the things that I can do. Before I wasn't really thinking about those things.

Now that you graduated, what is your next step?

After I am done, I would love to go to College. I want to study to become a Nurse. I always wanted to help people.

How ChallengeU is supporting your next step?

They are helping me to look into options for programs and schools. They are also helping me to learn more about the field of Nursing and the different roles in the field of nursing. I am sure that whatever else I need in getting things together, they will help in any way.

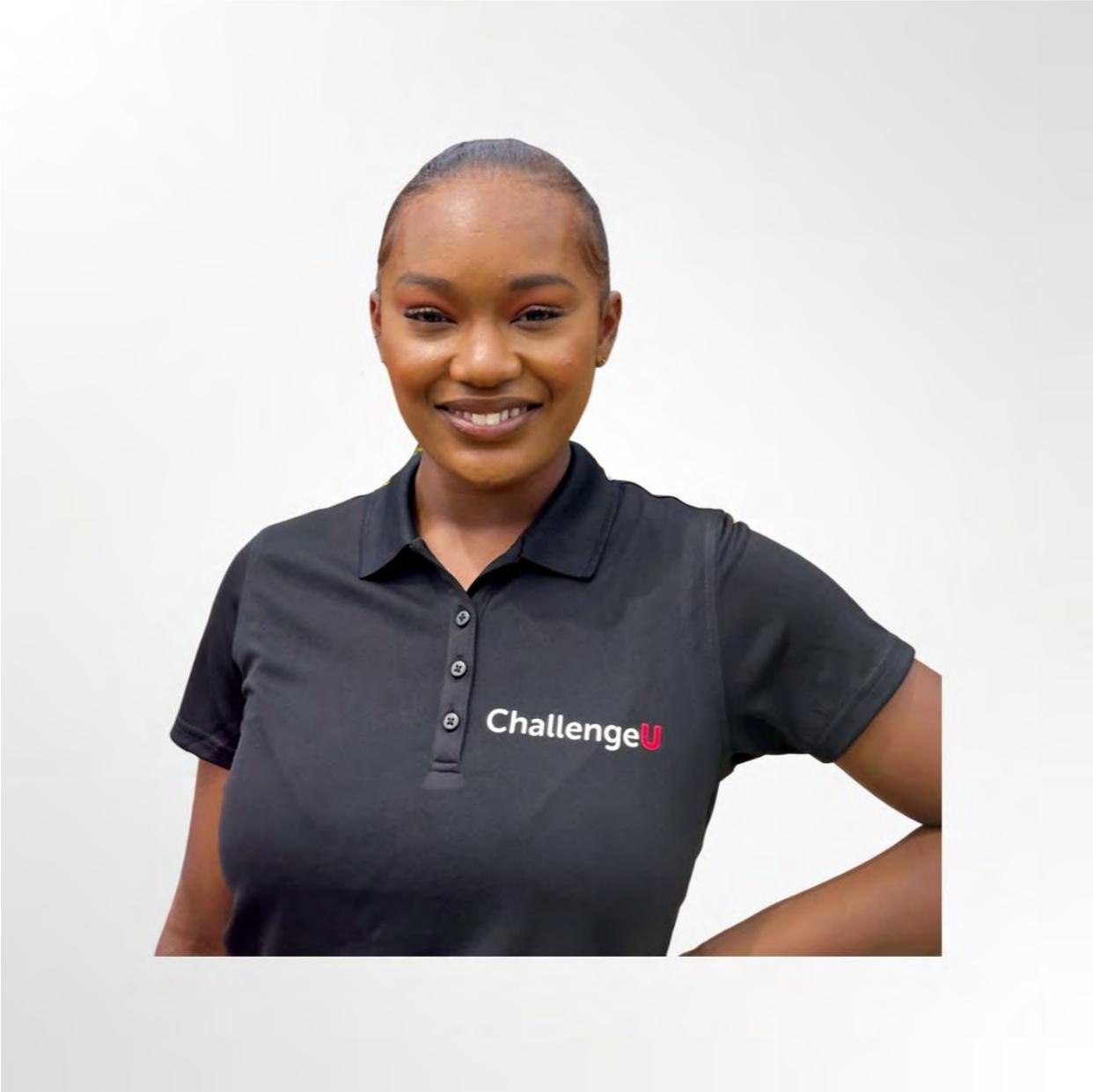
Where do you see yourself in a few years (job)?

A few years from now I see myself in nursing school and working.

What would you like to say to other kids that are in a similar situation you were a year ago?

Honestly, I will tell them that it gets better and if they have the option to work with ChallengeU they should definitely take it!

Student #4



Name, Age, location, do you have home/family responsibilitie?

My name is Tamia Peterson. I'm from Richmond Va and I am 18 years old.

Can you describe your childhood: what about home, our environment, your school

I grew up in a single parent household and the high school I went to was Thomas Jefferson. I always liked education, but I was going through so much with my home life that it toll on me mentally and I felt discouraged

I had to handle a few things to take care of myself on my own until I moved senior year.

3 most difficult situations you had to overcome (home, environment, school).

Family conflict and being in an unhealthy environment managing relationships was difficult

Struggled with loneliness and isolation in your situation, I felt like no one understood

I had to wrestle with accepting support from others when they were willing to give it.

When and why did you drop out from school?

I had so many other priorities at the time and school wasn't one of them.

I dropped out in the middle of my senior semester because I felt I had too much on my plate, and I didn't need school, I had other things I needed that were important.

How did you hear about ChallengeU + Why did you enroll in ChallengeU?

I heard about ChallengeU through my school counselor. I knew I needed to go back but I wasn't sure what to do. I reached out to Ms. Bria and it took off from there. The main reason I wanted to finish school is because I knew I didn't want to go through all of these challenges and not have something good come out of it. I just wanted to be someone that someone else could look up to.

What would you like to share about how the challengeu program in different from the other school program you attended (coach relationship, activities, online platform, testing, environment)?

They were consistent and engaging, like they really cared. They were focused on the work and finishing but also wanted to know how I was doing and my goals. A lot of other programs they don't really care.

They were always checking in and telling me what I needed to do to finish. It was a comfortable environment and they gave us an opportunity to look at things from a different perspective and try new things.

During the ChallengeU program did you experience a mind shift?

When I came to challenge U, it helped me to not only preserve, but to expand my mind on how important education really can be.

Now that you graduated, what is your next step?

I plan to attend Bryan and Stratton Community College for Nursing.

How ChallengeU is supporting your next step?

ChallengeU is supporting me by making sure I am secure within my next steps mentally and financially.

Where do you see yourself in a few years (job)?

I see myself as a successful nurse practitioner and with a business degree.

What would you like to say to other kids that are in a similar situation you were a year ago?

I would say that anything is possible. You can be anything and do anything that you want to do if you work hard and put your mind to it.

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

If approved, the ChallengeU Pennsylvania Charter school will open with grades 10, 11, and 12 in the fall of 2023, serving students ages 16 to 21.

Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Mike Wagner [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Mike Wagner Jr. [Print]  Birth date 9 Grade level completed as of today

_____[Print] _____ Birth date _____ Grade level completed as of today

 Street Address of Parent/Guardian _____ City _____ State _____ ZIP Code

Mike Wagner Jr. Signature of Parent (In Blue or Black Ink) 9/13/22 Date

Preferred Contact Phone Number (Optional) _____
Email Address (Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

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Interest to Enroll

I, Maggie Davis [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

<u>Raquel Davis</u> First and Last Name of Student [Print]	 Birth date	<u>9th</u> Grade level completed as of today
<u>Ryan Davis</u> First and Last Name of Student [Print]	 Birth date	<u>9th</u> Grade level completed as of today

   
Street Address of Parent/Guardian City State ZIP Code

Maggie Davis
Signature of Parent
(In Blue or Black Ink)

9/13/22
Date

Preferred Contact Phone Number
(Optional)

Email Address
(Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

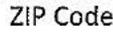
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Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Rhonda Thompson [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

<u>Margui's Thompson</u> First and Last Name of Student [Print]	 Birth date	<u>10th</u> Grade level completed as of today
<u>Marsean Thompson</u> First and Last Name of Student [Print]	 Birth date	<u>10th</u> Grade level completed as of today

 Street Address of Parent/Guardian	 City	 State	 ZIP Code
---	---	--	---

<u>Rhonda Thompson</u> Signature of Parent (In Blue or Black Ink)	<u>Sept. 14, 2022</u> Date
---	-------------------------------

<hr/> Preferred Contact Phone Number (Optional)	<hr/> Email Address (Optional)
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Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

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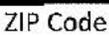
Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Franco Little [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Dominico Little [Print]  10
First and Last Name of Student [Print] Birth date Grade level completed as of today

Francesca Little [Print]  11
First and Last Name of Student [Print] Birth date Grade level completed as of today

   
Street Address of Parent/Guardian City State ZIP Code

Franco Little 9/14/2022
Signature of Parent (In Blue or Black Ink) Date

Preferred Contact Phone Number (Optional)

Email Address (Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

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Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Simpson Jones [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

<u>Derrick Jones</u> First and Last Name of Student [Print]	 Birth date	<u>10</u> Grade level completed as of today
<u>Nella Jones</u> First and Last Name of Student [Print]	 Birth date	<u>11</u> Grade level completed as of today

 Street Address of Parent/Guardian	 City	 State	 ZIP Code
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Simpson Jones
Signature of Parent
(In Blue or Black Ink)

September 16, 2022
Date

Preferred Contact Phone Number
(Optional)

Email Address
(Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

If approved, the ChallengeU Pennsylvania Charter school will open with grades 10, 11, and 12 in the fall of 2023, serving students ages 16 to 21.

Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Diamond Reese [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Jackson Bryne [Print]  11th
First and Last Name of Student [Print] Birth date Grade level completed as of today

First and Last Name of Student [Print] Birth date Grade level completed as of today

Diamond Reese 
Street Address of Parent/Guardian City State ZIP Code

Diamond Reese 9/14/22
Signature of Parent (In Blue or Black Ink) Date

Preferred Contact Phone Number (Optional)

Email Address (Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

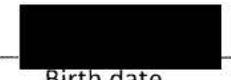
If approved, the ChallengeU Pennsylvania Charter school will open with grades 10, 11, and 12 in the fall of 2023, serving students ages 16 to 21.

Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Adrienne DeJesus [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Shaquille DeJesus [Print]  10th
First and Last Name of Student [Print] Birth date Grade level completed as of today

Ashley DeJesus [Print]  11th
First and Last Name of Student [Print] Birth date Grade level completed as of today


Street Address of Parent/Guardian City State ZIP Code

Adrienne DeJesus 9/9/2022
Signature of Parent Date
(In Blue or Black Ink)

Preferred Contact Phone Number
(Optional)


Email Address
(Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

If approved, the ChallengeU Pennsylvania Charter school will open with grades 10, 11, and 12 in the fall of 2023, serving students ages 16 to 21.

Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Jawana Lee [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

<u>Michael Bethune</u> First and Last Name of Student [Print]	<u>[Redacted]</u> Birth date	<u>10th</u> Grade level completed as of today
<u>Jada Bethune</u> First and Last Name of Student [Print]	<u>[Redacted]</u> Birth date	<u>9th</u> Grade level completed as of today

[Redacted]
Street Address of Parent/Guardian City State ZIP Code

[Signature]
Signature of Parent (In Blue or Black Ink) 9/8/22
Date

[Redacted]
Preferred Contact Phone Number (Optional) _____
Email Address (Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

If approved, the ChallengeU Pennsylvania Charter school will open with grades 10, 11, and 12 in the fall of 2023, serving students ages 16 to 21.

Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Joi Bell [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

<u>Julian Bell</u> First and Last Name of Student [Print]	 Birth date	<u>11th</u> Grade level completed as of today
<u>Jermaher Bell</u> First and Last Name of Student [Print]	 Birth date	<u>9th</u> Grade level completed as of today


Street Address of Parent/Guardian City State ZIP Code

Joi Bell
Signature of Parent
(In Blue or Black Ink)

9/2/22
Date

Preferred Contact Phone Number
(Optional)

Email Address
(Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

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Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Jennifer Casicino [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

<u>Karalaya Casiano</u> First and Last Name of Student [Print]	 Birth date	<u>9th</u> Grade level completed as of today
<u>Legendra Madison</u> First and Last Name of Student [Print]	 Birth date	<u>1 grade</u> Grade level completed as of today

 Street Address of Parent/Guardian	 City	 State	 ZIP Code
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<u>Jennifer Casiano</u> Signature of Parent (In Blue or Black Ink)	<u>9/8/22</u> Date
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 Preferred Contact Phone Number (Optional)	 Email Address (Optional)
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Parent Interest to Enroll Form

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If approved, the ChallengeU Pennsylvania Charter school will open with grades 10, 11, and 12 in the fall of 2023, serving students ages 16 to 21.

Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Melanie Scott [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Javon Scott [Print] [REDACTED] Birth date 8 Grade level completed as of today

Laila Conyers [Print] [REDACTED] Birth date 11 Grade level completed as of today

[REDACTED] Street Address of Parent/Guardian [REDACTED] City [REDACTED] State [REDACTED] ZIP Code

 Signature of Parent (In Blue or Black Ink) 09192022 Date

[REDACTED] Preferred Contact Phone Number (Optional)

[REDACTED] Email Address (Optional)

Parent Interest to Enroll Form

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Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Maylor James [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Tahir [REDACTED] 11
First and Last Name of Student [Print] Birth date Grade level completed as of today

Taymea James [REDACTED] 12
First and Last Name of Student [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] [REDACTED] [REDACTED]
Street Address of Parent/Guardian City State ZIP Code

Maylor James 9-9-2032
Signature of Parent (In Blue or Black Ink) Date

[REDACTED] [REDACTED] [REDACTED]
Preferred Contact Phone Number (Optional) Email Address (Optional)

Parent Interest to Enroll Form

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Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Karen Semexant [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Chase Mervilus [REDACTED] 12
First and Last Name of Student [Print] Birth date Grade level completed as of today

Caia Patterson [REDACTED] 10
First and Last Name of Student [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] PA [REDACTED]
Street Address of Parent/Guardian City State ZIP Code

[Signature] 9/19/2022
Signature of Parent (In Blue or Black Ink) Date

[REDACTED]
Preferred Contact Phone Number (Optional)

[REDACTED]
Email Address (Optional)

Parent Interest to Enroll Form

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Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Angela hubertke [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Keaijah hubert [REDACTED] 9
First and Last Name of Student [Print] Birth date Grade level completed as of today

Keshai hubert [REDACTED] 9
First and Last Name of Student [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] Pa [REDACTED]
Street Address of Parent/Guardian City State ZIP Code

[Signature] 09/19/2022
Signature of Parent (In Blue or Black Ink) Date

[REDACTED]
Preferred Contact Phone Number (Optional)

[REDACTED]
Email Address (Optional)

Parent Interest to Enroll Form

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Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Ryan Bennett [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

TYRUS Bennett [REDACTED] 9th
First and Last Name of Student [Print] Birth date Grade level completed as of today

TYRUS Bennett [REDACTED] 9th
First and Last Name of Student [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] Pa [REDACTED]
Street Address of Parent/Guardian City State ZIP Code

[Signature] 9/23/2022
Signature of Parent (In Blue or Black Ink) Date

[REDACTED] [REDACTED]
Preferred Contact Phone Number (Optional) Email Address (Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

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Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Angie [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Nyshayah Van [REDACTED] 10th
First and Last Name of Student [Print] Birth date Grade level completed as of today

None None None
First and Last Name of Student [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] Pa [REDACTED]
Street Address of Parent/Guardian City State ZIP Code

Angie vann 091-19-22
Signature of Parent (In Blue or Black Ink) Date

[REDACTED] [REDACTED]
Preferred Contact Phone Number (Optional) Email Address (Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

If approved, the ChallengeU Pennsylvania Charter school will open with grades 10, 11, and 12 in the fall of 2023, serving students ages 16 to 21.

Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Gary carney [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Gary carney jr [REDACTED] 6th
First and Last Name of Student [Print] Birth date Grade level completed as of today

Andre carney [REDACTED] 4th
First and Last Name of Student [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] Pa [REDACTED]
Street Address of Parent/Guardian City State ZIP Code

 09/19/2022
Signature of Parent (In Blue or Black Ink) Date

[REDACTED] [REDACTED]
Preferred Contact Phone Number (Optional) Email Address (Optional)

Parent Interest to Enroll Form

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Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Camille Ramos [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

adrian norris [REDACTED] 12th
First and Last Name of Student [Print] Birth date Grade level completed as of today

allen norris [REDACTED] 11TH
First and Last Name of Student [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] PA [REDACTED]
Street Address of Parent/Guardian City State ZIP Code

 09/16/2022
Signature of Parent (In Blue or Black Ink) Date

[REDACTED] [REDACTED]
Preferred Contact Phone Number (Optional) Email Address (Optional)

Parent Interest to Enroll Form

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Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Shawna Maxwell [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

<u>Making Baltimore</u>	<u>[REDACTED]</u>	<u>11th</u>
First and Last Name of Student [Print]	Birth date	Grade level completed as of today
<u>N/a</u>	<u>N/a</u>	<u>N/a</u>
First and Last Name of Student [Print]	Birth date	Grade level completed as of today
<u>[REDACTED]</u>	<u>[REDACTED]</u>	<u>Pa</u>
Street Address of Parent/Guardian	City	State
		<u>[REDACTED]</u>
		ZIP Code

Shawna Maxwell 09/25/2022
Signature of Parent (In Blue or Black Ink) Date

<u>[REDACTED]</u>	<u>[REDACTED]</u>
Preferred Contact Phone Number (Optional)	Email Address (Optional)

Parent Interest to Enroll Form

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Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Cammille Ramos [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

derek norris [REDACTED] 9th
First and Last Name of Student [Print] Birth date Grade level completed as of today

chance norris [REDACTED] 8th
First and Last Name of Student [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] pa [REDACTED]
Street Address of Parent/Guardian City State ZIP Code

 9/16/2022
Signature of Parent (In Blue or Black Ink) Date

[REDACTED] [REDACTED]
Preferred Contact Phone Number (Optional) Email Address (Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

If approved, the ChallengeU Pennsylvania Charter school will open with grades 10, 11, and 12 in the fall of 2023, serving students ages 16 to 21.

Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Vartez Little [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Selimah Bullock [REDACTED] 11
First and Last Name of Student [Print] Birth date Grade level completed as of today

N/A N/A N/A
First and Last Name of Student [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] PA [REDACTED]
Street Address of Parent/Guardian City State ZIP Code

Vartez Little 9/16/2022
Signature of Parent (In Blue or Black Ink) Date

[REDACTED] [REDACTED]
Preferred Contact Phone Number (Optional) Email Address (Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

If approved, the ChallengeU Pennsylvania Charter school will open with grades 10, 11, and 12 in the fall of 2023, serving students ages 16 to 21.

Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Nina King [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Raheem adcox [REDACTED] 10th
First and Last Name of Student [Print] Birth date Grade level completed as of today

Jaheem Adcox [REDACTED] 10th
First and Last Name of Student [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] Pa [REDACTED]
Street Address of Parent/Guardian City State ZIP Code

Nina King 09/15/2022
Signature of Parent (In Blue or Black Ink) Date

[REDACTED] [REDACTED]
Preferred Contact Phone Number (Optional) Email Address (Optional)

Parent Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll a student in this school if it is approved.

If approved, the ChallengeU Pennsylvania Charter school will open with grades 10, 11, and 12 in the fall of 2023, serving students ages 16 to 21.

Please let us know if you'd be interested in enrolling your child in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Gary carney [print your name], would like to express my support for the ChallengeU Pennsylvania Charter school and confirm my intention to enroll my child(ren) for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll my child(ren) at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

William carney [REDACTED] 4th
First and Last Name of Student [Print] Birth date Grade level completed as of today

Demetrios carney [REDACTED] K-5
First and Last Name of Student [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] Pa [REDACTED]
Street Address of Parent/Guardian City State ZIP Code

[Signature] 09/19/2022
Signature of Parent (In Blue or Black Ink) Date

[REDACTED] [REDACTED]
Preferred Contact Phone Number (Optional) Email Address (Optional)

ChallengeU

Date: 09/14/2022

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

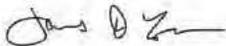
It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

As of 2020-21, Pennsylvania's on-time graduation rate was 86.7%, and since 2016, there have been 64,154 reported high school dropouts statewide.^[1] Research shows that unemployment rates for high school dropouts are nearly twice that of people whose highest level of educational attainment is a high school diploma. In addition, those who have not graduated from high school make up a disproportionately higher percentage of the incarcerated population, compared to their diploma-earning counterparts.^[2] As such, ChallengeU Pennsylvania's mission to support adolescents who are not currently enrolled in a public or charter high school in obtaining their diploma and pursuing a range of post-graduation opportunities will be a tremendous asset to the Commonwealth, particularly in under-resourced urban communities where rates of high school completion are significantly lower than the statewide average.

I have seen the negative effects that adolescents not finishing high school can have on communities. ChallengeU is committed to working with at-risk youth to educate and prepare them for jobs and for higher education opportunities.

Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,



Name: James D Tyson

Title: Pastor

Organization: Providence Presbyterian Church

Address: [REDACTED]

Phone Number: [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 9/22/2022

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

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Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,

Name: Trevor Clintcales
Title: Dean of Students
Organization: Penn Hills Charter School of Entrepreneurship
Address: [REDACTED]
Phone Number: [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 9-10-2022

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

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Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,



Name: Jennifer miller

Title:

Organization: CSSJ

Address:

Phone Number:

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 9/10/22

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

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Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,

Name: *Deleona Aviles*
Title: *MIS*
Organization: [REDACTED]
Address: [REDACTED]
Phone Number: [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 9/16/22

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

As of 2020-21, Pennsylvania's on-time graduation rate was 86.7%, and since 2016, there have been 64,154 reported high school dropouts statewide.^[1] Research shows that unemployment rates for high school dropouts are nearly twice that of people whose highest level of educational attainment is a high school diploma. In addition, those who have not graduated from high school make up a disproportionately higher percentage of the incarcerated population, compared to their diploma-earning counterparts.^[2] As such, ChallengeU Pennsylvania's mission to support adolescents who are not currently enrolled in a public or charter high school in obtaining their diploma and pursuing a range of post-graduation opportunities will be a tremendous asset to the Commonwealth, particularly in under-resourced urban communities where rates of high school completion are significantly lower than the statewide average.

I have seen the negative effects that adolescents not finishing high school can have on communities. ChallengeU is committed to working with at-risk youth to educate and prepare them for jobs and for higher education opportunities.

Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,

Name: Jody Lynn Henry
Title:
Organization: Breaking The Chains & CSSS
Address: [REDACTED]
Phone Number: [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 9/21/22

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

As of 2020-21, Pennsylvania's on-time graduation rate was 86.7%, and since 2016, there have been 64,154 reported high school dropouts statewide.^[1] Research shows that unemployment rates for high school dropouts are nearly twice that of people whose highest level of educational attainment is a high school diploma. In addition, those who have not graduated from high school make up a disproportionately higher percentage of the incarcerated population, compared to their diploma-earning counterparts.^[2] As such, ChallengeU Pennsylvania's mission to support adolescents who are not currently enrolled in a public or charter high school in obtaining their diploma and pursuing a range of post-graduation opportunities will be a tremendous asset to the Commonwealth, particularly in under-resourced urban communities where rates of high school completion are significantly lower than the statewide average.

I have seen the negative effects that adolescents not finishing high school can have on communities. ChallengeU is committed to working with at-risk youth to educate and prepare them for jobs and for higher education opportunities.

Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,

Name: Anna TURNER
Title: TimeDone
Organization: PROGRAM MANAGER
Address: [REDACTED]
Phone Nu [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: *9/22/2022*

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

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Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,

Name: *Arlacia Leite*

Title:

Organization:

Address:

Phone Number:

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 9/22/22

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

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Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,

Kelly Pepe

Name: Kelly Pope

Title: Charter School Partnership Rep.

Organization: Presence

Address:

Phone N

[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 9/28/22

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

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I have seen the negative effects that adolescents not finishing high school can have on communities. ChallengeU is committed to working with at-risk youth to educate and prepare them for jobs and for higher education opportunities.

Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,

Name: Tammy Snyder
Title: Preschool teacher
Organization: Tammy's Traveling Childcare
Address: [REDACTED]
Phone Number: [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 9/28/22

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

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I have seen the negative effects that adolescents not finishing high school can have on communities. ChallengeU is committed to working with at-risk youth to educate and prepare them for jobs and for higher education opportunities.

Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,

Name: *Jennifer Rodriguez*
Title: *Education 3 Outreach Coordinator*
Organization: *Credit.org*
Address: *1450 Iowa Ave. Riverside Ca. 92507*
Phone Number: *860-449-9818*

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 9/17/22

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

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I have seen the negative effects that adolescents not finishing high school can have on communities. ChallengeU is committed to working with at-risk youth to educate and prepare them for jobs and for higher education opportunities.

Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,

Name: Timothy Jones
Title: President
Organization: Kidney Disease Support Group For African American Men Inc.
Address: [REDACTED]
Phone Number: [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 9/17/22

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

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Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,

Name: Wendell Jones
Title: Vice President
Organization: Kidney Disease Support Group For African American Men Inc.
Address: [REDACTED]
Phone Number: [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 09/20/2022

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

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Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,



Name: Gregory R Wright

Title: Director of Curriculum and Instruction

Organization: Vision Academy Charter School

Address: 153 Penn Blvd. East Lansdowne, PA 19050

Phone Number: [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 09/13/2022

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

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Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,

M.Christine Thomas Wiggins

Name: Mama Dr M Christine Dr Young Thomas

Title: Mama Dr

Organization: Young Legacy Network

Address: [REDACTED]

Phone Number: [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 9/28/16

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

It is my pleasure to offer support for ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. ChallengeU PA's mission to re-enroll and graduate adolescents not currently enrolled in a public or charter high school is a worthwhile and much-needed addition to the educational options for the parents and adolescents of Pennsylvania.

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I have seen the negative effects that adolescents not finishing high school can have on communities. ChallengeU is committed to working with at-risk youth to educate and prepare them for jobs and for higher education opportunities.

Please know that I endorse the plans for ChallengeU PA and very much support the authorization of this charter.

Sincerely,

Name: Jacqueline Martino Miller
Title: CFO
Organization: York Charter School
Address:
Phone Number: [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 9/16/22

Re: Letter of Support for ChallengeU Pennsylvania Charter School

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Sincerely,

Name: Terrica A Radcliff
Title: Secretary
Organization: Working the Chains
Address: [REDACTED]
Phone N [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

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Sincerely,

Name: Dr. Kevin E. Dolphin
Title: President
Organization: Recruiting The Chains Inc.
Address: [REDACTED]
Phone Nu [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

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Sincerely,

Name: Dorothy M. Scott
Title: CFO
Organization: Breaking the Chains Inc.
Address: [REDACTED]
Phone Number: [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

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Sincerely,

Name: Jerrick James
Title: Founder & CEO
Organization: Greater Dads
Address: [REDACTED]
Phone Number: [REDACTED]

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

ChallengeU

Date: 09/16/2022

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Sincerely,

Shaunte' Smith

Name: Shaunte' Smith

Title: Manager of Member and Partner Engagement

Organization: PA Coalition of Charter Schools

Address: Strawberry Square I, Harrisburg

Phone Number: 717 714-0926

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

MARCUS J. NEWSOME, ED.D.

Director of the Virginia Superintendents Leadership Academy and Digital Developer

September 28th, 2022

Dear Pennsylvania Department of Education Charter Schools Office,

Re: ChallengeU Pennsylvania Cyber Charter School

Recent reports indicate that one of the negative consequences of the current pandemic is an increase in dropout rates. More than ever every school system is now forced to innovate and incorporate different instructional approaches to educate our students, and no challenge is as great as the one faced by those students who have disengaged from your school system.

To address this challenge, I am writing to recommend your consideration of the ChallengeU dropout recovery program. Nic Arsenault and his team successfully implemented the ChallengeU program with the Petersburg City Public Schools in Virginia, where I was the first Superintendent in America to use the ChallengeU program to recover our school dropouts.

Life without a high school diploma is very difficult and our goal as educators is to provide an opportunity for each student to succeed academically and to pursue their personal and professional dreams. While working with ChallengeU, Nic and his team provided a high level of commitment while working with our dropout students to graduate from high school. As we all know, once a student drops out it's very difficult to re-engage them. With the intention of giving my former students a second chance, ChallengeU proved to be the turnkey solution.

Being on the graduation stage with former dropouts recovered by ChallengeU was a unique honor that I hope you and your community can experience. I recommend without reservation the ChallengeU Pennsylvania CS's request for charter authorization from the Pennsylvania Department of Education. Please feel free to contact me with any questions related to ChallengeU.

Wishing you all the best,



Marcus J. Newsome, Ed.D.

ChallengeU

Date: 9/13/2022

Re: Letter of Support for ChallengeU Pennsylvania Charter School

Dear Pennsylvania Department of Education Charter Schools Office,

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Sincerely,



Name: Jermaine Herod

Organization: Clear Vision Marketing Group

Address: [REDACTED]

City, State, Zip: [REDACTED]

E-Mail: jherod@cvmarketinggroupllc.com

^[1] <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

^[2] <https://nces.ed.gov/programs/dropout/intro.asp>

Student Interest to Enroll Form

ChallengeU Pennsylvania Charter School hopes to open a cyber charter school which, in accordance with Pennsylvania Cyber Charter School Law at 24 PS 17-1749-A(a)(1) (including by reference 24 PS 17-1723(b)(2)) is focused on its targeted population composed of at-risk students not currently enrolled in a public or charter school who are looking for specialized support to assist them with earning a High School Diploma and to connect with Post-secondary Opportunities. This is an interest form, it does not obligate you to enroll yourself in this school if it is approved.

If approved, the ChallengeU Pennsylvania Charter school will open with grades 10, 11, and 12 in the fall of 2023, serving students ages 16 to 21.

Please let us know if you'd be interested in enrolling in our cyber charter school if we are approved. We are looking forward to keeping you updated on our progress.

Interest to Enroll

I, Helena Harrington [print your name], would like to express my support for the Challenge U Pennsylvania Charter school and confirm my intention to enroll for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Helena Harrington [REDACTED] 11
First and Last Name of Student [Over 18] [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] Pa [REDACTED]
Street Address of Student City State ZIP Code

Helena Harrington 09/19/2022
Signature of Student [If over 18] Date
(In Blue or Black Ink)

[REDACTED] [REDACTED]
Preferred Contact Phone Number (Optional) Email Address (Optional)

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Interest to Enroll

I, Nina King [print your name], would like to express my support for the Challenge U Pennsylvania Charter school and confirm my intention to enroll for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Eric Adcox [REDACTED] 10th
First and Last Name of Student [Over 18] [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] Pa [REDACTED]
Street Address of Student City State ZIP Code

Nina King 09/15/2022
Signature of Student [If over 18] Date
(In Blue or Black Ink)

[REDACTED] [REDACTED]
Preferred Contact Phone Number (Optional) Email Address (Optional)

Student Interest to Enroll Form

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Interest to Enroll

I, Shawna Maxwell [print your name], would like to express my support for the Challenge U Pennsylvania Charter school and confirm my intention to enroll for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Million Baltimore jr [REDACTED] 12th
First and Last Name of Student [Over 18] [Print] Birth date Grade level completed as of today

[REDACTED] [REDACTED] Pa [REDACTED]
Street Address of Student City State ZIP Code

Shawna Maxwell 09/25/2022
Signature of Student [If over 18] Date
(In Blue or Black Ink)

[REDACTED] [REDACTED]
Preferred Contact Phone Number Email Address
(Optional) (Optional)

Student Interest to Enroll Form

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Interest to Enroll

I, Hey [print your name], would like to express my support for the Challenge U Pennsylvania Charter school and confirm my intention to enroll for the 2023-2024 school year when a Charter is granted. I understand that this form is not binding and that I will need to complete official enrollment documentation in order to enroll at the school when the enrollment period opens. I also confirm that I understand that, if more students apply to the cyber charter school than the number of attendant slots available in the school, there will be an enrollment lottery. All students entering the 10th grade must be between 16 years old and 21 years old by September 1st, 2023.

Imani Williams [Redacted] Complete
First and Last Name of Student [Over 18] [Print] Birth date Grade level completed as of today

[Redacted] [Redacted] Pennsylvania [Redacted]
Street Address of Student City State ZIP Code

Imani 09/19/2022
Signature of Student [If over 18] Date
(In Blue or Black Ink)

[Redacted] [Redacted]
Preferred Contact Phone Number (Optional) Email Address (Optional)

Job Description

ChallengeU Pennsylvania Charter School- Graduation Coach

About ChallengeU:

ChallengeU is an innovative cyber charter high school (grades 9 through 12) that serves over-age and under-credited students ages 15-21 who are at an increased risk of dropping out. At ChallengeU, we combine the power of building relationships through boots-on-the-ground coaching with the flexibility of online learning to guide students towards earning a high school diploma and pursuing postsecondary opportunities.

At ChallengeU, we believe that earning a high school diploma serves as a foundation to better life and career outcomes. We also recognize that a high school diploma is often regarded as a basic prerequisite for gainful employment. ChallengeU's mission is to enroll students with untraditional educational trajectories and support them in forming a goal-oriented pathway towards high school graduation. ChallengeU's cyber school models offers both remote learning combined with in-person check-ins with graduation coaches in order to provide students at risk of high school dropout with a concrete plan towards high school completion.

Job Overview:

The graduation coach has the overall responsibility of guiding students through the transitions and challenges of adolescence by aiding in their social and emotional well-being through provided school programs, counseling, scheduling, and weekly check-ins. The graduation coach will have a caseload of approximately 35 students.

Qualifications:

- A Bachelor's degree is required; a Master's degree is preferred.
- Demonstrated experience working with adolescents and/or at-risk youth
- Ability to work collaboratively and calmly with a range of constituent groups, including students, families, faculty, staff and administration from diverse backgrounds (religious, racial, ethnic, socio-economic, etc.)
- Understanding of the current health, economic and social problems experienced by both urban and rural families
- Experience working in an alternative high school setting preferred
- A valid driver's license (some in-state travel will be required)

Duties and Responsibilities

- Serve as the primary agent for addressing issues that impact students at-risk of failing to attain their full academic potential
- Provide coaching and guidance on an individual/group basis and to conduct group support/coaching sessions
- Provide coaching services that fosters the academic, personal, social and career development of all students

- Implement programs that deal with decision making, conflict resolution, self-esteem, coping strategies and other issues
- Act as a liaison between the school and various community/governmental agencies that may provide services to students and their families
- Participate in team interventions with other staff to support students
- Gather and disseminate information on critical issues such as student substance abuse, child abuse/neglect, suicide prevention/intervention, preteen/teen pregnancy and homelessness
- Prepare and maintain student records; prepares reports on students, correspondence and statistical summaries
- Employ tact, diplomacy and sound judgment in dealing with sensitive or personal problems and hostile attitudes
- Work effectively with students and their families and to aid them in the constructive use of their capacities to address their specific problems
- Participate in crisis intervention
- Provide students with postsecondary resources that will assist them in searching for employment opportunities, career development, or postsecondary schooling
- Work with students to create individualized graduation and postsecondary plans

Board Policy: Enrollment and Admissions Policy

Authority

The Board of Trustees of ChallengeU Cyber Charter School (“CUCCS”) is required to establish an enrollment and admissions policy that complies with the Charter School Law.

Delegation

The Chief Executive Officer (“CEO”) or his/her designee shall be responsible for ensuring that all students are admitted in accordance with this policy.

Guidelines

CUCCS’s enrollment and admission policy shall be governed by the following principles:

1. CUCCS is a school aimed to serving students from at-risk populations.
2. CUCCS will not discriminate in its admission policies or practices based on intellectual ability or athletic ability, measures of achievement or aptitude, status as a person with a disability, English language proficiency, or any other basis that would be illegal if used by a school district.
3. CUCCS will not use achievement tests, entrance examination tests, enrollment forms, admissions interviews, or other means of testing a student’s intellectual ability, disability status, English language proficiency or any other basis that would be illegal if used by a school district to grant or deny admission.
4. CUCCS does not require a student to obtain or maintain a particular grade point average to be admitted.

Policy

All resident at-risk students in the Commonwealth of Pennsylvania are eligible for admission to CUCCS. At-risk students include students at risk of educational failure because of limited English proficiency, poverty, community factors, truancy, academic difficulties or economic disadvantage. CUCCS will not discriminate in its admission of students on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a person with a disability, English language proficiency, or any other basis such as race, color, religion, sex, sexual orientation, gender identity, or national origin.

CUCCS requires students and parents to submit the following documentation in order to be admitted to the school:

1. Proof of the Student’s Age:
Acceptable documentation includes the following: birth certificate; notarized copy of birth certificate; baptismal certificate; copy of the record of baptism (notarized or duly certified showing the date of birth); notarized statement from the parents or another relative indicating the date of birth; a valid passport; or a prior school record indicating the student’s date of birth.

2. Immunizations Required by Law:
Acceptable documentation includes the following: the student's immunization record; a written statement from the former school district or from a medical office that the required immunizations have been administered; that a required series is in progress; or verbal assurances from the former school district or a medication office that completed the immunizations, with records to follow.
3. Proof of Residency:
Acceptable documentation includes: a deed; a lease; current utility bill; current credit card bill; property tax bill; vehicle registration; driver's license; DOT identification card.
4. Parent Registration Statement:
A sworn statement attesting to whether the students has been or is suspended or expelled for offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property must be provided.
5. Home Language Survey:
All students seeking first time enrollment in a school shall be given a home language survey. Enrollment of the student may not be delayed in order to administer the Home Language Survey.

CUCCS may request the following information from students and parents seeking to enroll at the school, however under no conditions will the following be used as a condition of enrollment:

1. Picture Identification
2. Health or Physical Examination Records
3. Academic Records
4. Attendance Records
5. Individualized Education Program (IEP)
6. Other Special Education Records
7. Family Income Form

Lottery

If more students apply to CUCCS than the number of attendance slots available in the school, then students will be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting the application by the deadline established by the school. First preference shall be given to children of parents who actively participated in the development of the charter school, followed by siblings of students presently enrolled in the charter school.

Legal

24 P.S. § 17-1723-A

Board Policy: Dual Enrollment

Authority

The Board of Trustees (“Board”) is required to enter into an agreement with an institution of higher education approved to operate in the Commonwealth of Pennsylvania to allow students to attend the institution of higher education while the students are enrolled at ChallengeU Cyber Charter School (“CUCCS”). The Board has authority to enter into additional agreements with institutions of higher education to allow students to attend the institutions of higher education while the students are enrolled at CUCCS. These arrangements with institutions of higher education will be referred to as dual enrollment courses or programs. Students participating in dual enrollment programs are eligible to receive credit toward the completion of courses required for graduation at CUCCS.

Delegation

The Chief Executive Officer (CEO) or his/her designee shall have the responsibility of reviewing and approving student applications to participate in a dual enrollment program. The CEO or his/her designee shall determine the number of credits a student may receive prior to the student starting the dual enrollment course.

Guidelines

The dual enrollment program shall adhere to the following requirements:

1. The credits earned by a secondary school student in dual enrollment shall be the same credits offered to a postsecondary school student enrolled at the institution of higher education.
2. Dual enrollment courses may be offered in person, online or a combination of in person and online.
3. CUCCS may pay for tuition, fees, supplies or other costs related to a student participating in a dual enrollment program.
4. To the extent possible, the courses in a dual enrollment program shall be aligned to CUCCS’s graduation requirements.
5. Dual enrollment courses shall be weighed in a manner similar to Advanced Placement courses at CUCCS.
6. Dual enrollment courses are intended to supplement, not supplant courses offered by CUCCS.

Legal

24 P.S. § 15-1525

English Language Arts 12

Course Overview and Syllabus

Course Number: ELA3012 IC

Grade level: 12

Prerequisite Courses: None

Credits: 1.0

Course Description

This senior-year English Language Arts course invites you to explore a diverse collection of texts organized into thematic units. You will engage in literary analysis and inferential evaluation of both classic and contemporary literature. While critically reading fiction, poetry, drama, and expository nonfiction, you will learn comprehension and literary-analysis strategies. Tasks will encourage you to strengthen your oral language skills and produce creative, coherent writing. You will read a range of classic texts including the ancient epic *Gilgamesh*, William Shakespeare's *Hamlet*, and Oscar Wilde's *The Importance of Being Earnest*. You will study short but complex texts, including essays by Jonathan Swift and Mary Wollstonecraft, and influential speeches by Queen Elizabeth I and Franklin D. Roosevelt. Contemporary texts by Seamus Heaney, Derek Walcott, and Chinua Achebe round out the course.

Course Objectives

Throughout the course, you will meet the following goals:

- Demonstrate knowledge of foundational works of literature.
- Analyze seminal works of literary nonfiction and evaluate their structure and reasoning.
- Analyze the impact of an author's choices regarding how to develop and relate elements of a text.
- Demonstrate increasing sophistication in the writing process.
- Learn Standard English conventions with a variety of grammar lessons.

Student Expectations

This course requires the same level of commitment from you as a traditional classroom course. You are expected to spend approximately five to seven hours per week online on:

- interactive lessons that include a mixture of instructional videos and tasks.
- assignments in which you apply and extend learning in each lesson.
- assessments, including quizzes, tests, and cumulative exams.

Communication

Your teacher will communicate with you regularly through discussions, e-mail, chat, and system announcements. You will also communicate with classmates, through either online tools or face-to-face discussion, in order to ask and answer questions in your peer group and develop your speaking and listening skills.

Grading Policy

You will be graded on the work you do online and the work you submit electronically to your teacher. The weighting for each category of graded activity is listed below.

Grading Category	Weight
Quiz	20%
Test	30%
Exam	20%
Essay	15%
Assignment	10%
Project	5%

Scope and Sequence

When you log into Edgenuity, you can view the entire course map—an interactive scope and sequence of all the topics you will study. The units of study are summarized below:

- | | |
|---|---|
| Unit 1: Epic Beginnings | Unit 8: Nineteenth-Century England |
| Unit 2: From the Middle Ages through the Renaissance | Unit 9: The First Half of the Twentieth Century |
| Unit 3: Life in the Renaissance | Unit 10: Cultural Reflections in Art and Artifacts |
| Unit 4: Elizabethan Drama: <i>The Tragedy of Hamlet</i> | Unit 11: Contemporary Voices |
| Unit 5: The Enlightenment in England | Unit 12: Success and Planning for the Future |
| Unit 6: Romanticism in England | |
| Unit 7: The Gothic Novel: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> | |

Standard ID	Standard Text	Edgenuity Lesson Name
PA.CC.1.2.11-12.	<p>Reading Informational Text: Students read, understand, and respond to informational texts with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>Key Ideas and Details: Main Idea</p>	
CC.1.2.11-12.A.	<p>Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p>	<p>Central Ideas and Context: Utopia</p> <p>Central Ideas in A Vindication of the Rights of Woman</p> <p>Part 1: Text Details and Context Clues in an Informational Text</p> <p>Part 2: Summarizing an Author's Viewpoint in an Informational Text</p> <p>Part 2: Summarizing Central Ideas about Elizabethan England</p>
CC.1.2.11-12.B.	<p>Key Ideas and Details: Text Analysis</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p>	<p>Analyzing US World War II Political Messages</p> <p>Comparing Eighteenth-Century Texts on Slavery</p> <p>Part 1: An Introduction to Elizabethan England</p> <p>Part 1: Text Details and Context Clues in an Informational Text</p> <p>Part 2: Summarizing an Author's Viewpoint in an Informational Text</p> <p>Satire in Swift's "A Modest Proposal" (Continued)</p> <p>Speeches of Queen Elizabeth I</p>
CC.1.2.11-12.C.	<p>Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p>	<p>Analyzing a Procedural Text: How to Find Out Anything</p> <p>Analyzing Career Information from the Bureau of Labor Statistics Website</p> <p>Central Ideas in A Vindication of the Rights of Woman</p> <p>Part 1: Text Details and Context Clues in an Informational Text</p> <p>Part 2: Summarizing Central Ideas about Elizabethan England</p> <p>Part 3: Text Structure in an Informational Text</p>

Standard ID	Standard Text	Edgenuity Lesson Name
	Craft and Structure: Point of View	
CC.1.2.11-12.D.	Evaluate how an author's point of view or purpose shapes the content and style of a text.	Analyzing US World War II Political Messages Comparing Eighteenth-Century Texts on Slavery Enlightenment Ideas in America Part 1: An Introduction to Elizabethan England Part 2: Summarizing an Author's Viewpoint in an Informational Text Part 3: Text Structure in an Informational Text Part 3: Using Media to Extend Understanding of an Informational Text Purpose and Format in "The Leader in the Mirror" Satire in Swift's "A Modest Proposal" Satire in Swift's "A Modest Proposal" (Continued) Speeches of Queen Elizabeth I
	Craft and Structure: Text Structure	
CC.1.2.11-12.E.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Analyzing a Procedural Text: How to Find Out Anything Central Ideas in A Vindication of the Rights of Woman Enlightenment Ideas in America Part 1: An Introduction to Elizabethan England Part 3: Text Structure in an Informational Text Purpose and Format in "The Leader in the Mirror" Satire in Swift's "A Modest Proposal"
	Craft and Structure: Vocabulary	
CC.1.2.11-12.F.	Evaluate how words and phrases shape meaning and tone in texts.	Comparing Eighteenth-Century Texts on Slavery Part 1: Text Details and Context Clues in an Informational Text Satire in Swift's "A Modest Proposal" Satire in Swift's "A Modest Proposal" (Continued) Word Meaning in the Preface to A Dictionary of the English Language

Standard ID	Standard Text	Edgenuity Lesson Name
	Integration of Knowledge and Ideas: Diverse Media	
CC.1.2.11-12.G.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Analyzing US World War II Political Messages Part 1: Text Details and Context Clues in an Informational Text Part 3: Using Media to Extend Understanding of an Informational Text
	Integration of Knowledge and Ideas: Evaluating Arguments	
CC.1.2.11-12.H.	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	Enlightenment Ideas in America
	Integration of Knowledge and Ideas: Analysis Across Texts	
CC.1.2.11-12.I.	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	Analyzing US World War II Political Messages Enlightenment Ideas in America
	Vocabulary Acquisition and Use	
CC.1.2.11-12.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Building Vocabulary: Word Roots, Affixes, and Reference Materials Part 4: Writing to Evaluate Mortimer's Style
CC.1.2.11-12.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Word Meaning in the Preface to A Dictionary of the English Language

Standard ID	Standard Text	Edgenuity Lesson Name
	Range of Reading	
CC.1.2.11-12.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<p>Analyzing a Procedural Text: How to Find Out Anything</p> <p>Analyzing Career Information from the Bureau of Labor Statistics Website</p> <p>Central Ideas in A Vindication of the Rights of Woman</p> <p>Comparing Eighteenth-Century Texts on Slavery</p> <p>Enlightenment Ideas in America</p> <p>Part 1: An Introduction to Elizabethan England</p> <p>Part 1: Text Details and Context Clues in an Informational Text</p> <p>Part 2: Summarizing an Author’s Viewpoint in an Informational Text</p> <p>Part 2: Summarizing Central Ideas about Elizabethan England</p> <p>Part 3: Text Structure in an Informational Text</p> <p>Part 3: Using Media to Extend Understanding of an Informational Text</p> <p>Purpose and Format in “The Leader in the Mirror”</p> <p>Satire in Swift's "A Modest Proposal"</p> <p>Satire in Swift's "A Modest Proposal" (Continued)</p> <p>Speeches of Queen Elizabeth I</p> <p>Word Meaning in the Preface to A Dictionary of the English Language</p>

Standard ID	Standard Text	Edgenuity Lesson Name
PA.CC.1.3.11-12.	Reading Literature Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details: Theme	
CC.1.3.11-12.A.	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	Hamlet, Part 8: Themes Part 2: Epic Hero: Gilgamesh Part 3: Characterization in The Importance of Being Earnest Part 4: The Strange Case of Dr. Jekyll and Mr. Hyde: Theme Part 7: The Strange Case of Dr. Jekyll and Mr. Hyde: Conflict and Resolution Sound and Structure in Poems by Dylan Thomas and W. B. Yeats Themes in the Poetry of Keats
	Key Ideas and Details: Text Analysis	
CC.1.3.11-12.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Allusions and Perspective in Derek Walcott's Midsummer Central Ideas and Context: Utopia Chivalry in the Middle Ages: Sir Gawain and the Green Knight Fantasy Literature: J. R. R. Tolkien's The Fellowship of the Ring Hamlet, Part 4: Comparing and Contrasting Interpretations Hamlet, Part 5: Characteristics of Elizabethan Drama Introduction to Anglo-Saxon Literature: Beowulf Part 2: Epic Hero: Gilgamesh Part 3: Text Structure in an Informational Text Part 3: The Strange Case of Dr. Jekyll and Mr. Hyde: Making Inferences and Predictions Part 3: Writing to Analyze the Epic Hero in Gilgamesh Part 4: The Strange Case of Dr. Jekyll and Mr. Hyde: Theme Satire in The Pardoner's Tale

Standard ID	Standard Text	Edgenuity Lesson Name
	Key Ideas and Details: Literary Elements	
CC.1.3.11-12.C.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Characterization in Grendel Chivalry in the Middle Ages: Sir Gawain and the Green Knight Edgar Allan Poe’s “The Tell-Tale Heart” Fantasy Literature: J. R. R. Tolkien’s The Fellowship of the Ring Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 5: Characteristics of Elizabethan Drama Hamlet, Part 7: Plot and Character Part 1: Epic Poetry: Gilgamesh Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde Part 2: The Strange Case of Dr. Jekyll and Mr. Hyde : Plot Development and Conflict Part 2: Epic Hero: Gilgamesh Part 3: Characterization in The Importance of Being Earnest Part 3: The Strange Case of Dr. Jekyll and Mr. Hyde: Making Inferences and Predictions Part 4: The Strange Case of Dr. Jekyll and Mr. Hyde: Theme Part 5: The Strange Case of Dr. Jekyll and Mr. Hyde: Summary and Plot Development Part 6: The Strange Case of Dr. Jekyll and Mr. Hyde: Character Part 7: The Strange Case of Dr. Jekyll and Mr. Hyde: Conflict and Resolution Satire in The Pardoner’s Tale
	Craft and Structure: Point of View	
CC.1.3.11-12.D.	Evaluate how an author's point of view or purpose shapes the content and style of a text.	Edgar Allan Poe’s “The Tell-Tale Heart” Part 1: A Comedy of Manners: The Importance of Being Earnest Part 2: Literary Devices in The Importance of Being Earnest Satire in The Pardoner’s Tale

Standard ID	Standard Text	Edgenuity Lesson Name
	Craft and Structure: Text Structure	
CC.1.3.11-12.E.	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	<p>Comparing and Contrasting Two Versions of The War of the Worlds</p> <p>Contemporary Poetry: Seamus Heaney’s “Digging”</p> <p>Fantasy Literature: J. R. R. Tolkien’s The Fellowship of the Ring</p> <p>Haiku and Romantic Poetry</p> <p>Hamlet, Part 7: Plot and Character</p> <p>Introduction to Anglo-Saxon Literature: Beowulf</p> <p>Introduction to Romanticism</p> <p>Part 1: Epic Poetry: Gilgamesh</p> <p>Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde</p> <p>Part 2: The Strange Case of Dr. Jekyll and Mr. Hyde : Plot Development and Conflict</p> <p>Part 4: The Strange Case of Dr. Jekyll and Mr. Hyde: Theme</p> <p>Part 5: The Strange Case of Dr. Jekyll and Mr. Hyde: Summary and Plot Development</p> <p>Part 6: The Strange Case of Dr. Jekyll and Mr. Hyde: Character</p> <p>Part 7: The Strange Case of Dr. Jekyll and Mr. Hyde: Conflict and Resolution</p> <p>Sound and Structure in Poems by Dylan Thomas and W. B. Yeats</p> <p>Style in Poems by Rabindranath Tagore</p> <p>Themes in the Poetry of Keats</p>

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.11-12.F.	<p>Craft and Structure: Vocabulary</p> <p>Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>Allusions and Perspective in Derek Walcott’s Midsummer</p> <p>Analyzing Ekphrastic Poetry</p> <p>Comparing and Contrasting Two Versions of The War of the Worlds</p> <p>Contemporary Poetry: Seamus Heaney’s “Digging”</p> <p>Haiku and Romantic Poetry</p> <p>Hamlet, Part 2: Word Choice and Tone</p> <p>Hamlet, Part 3: Figurative Language and Allusions</p> <p>Introduction to Romanticism</p> <p>Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde</p> <p>Part 2: Literary Devices in The Importance of Being Earnest</p> <p>Sound and Structure in Poems by Dylan Thomas and W. B. Yeats</p> <p>Style in Poems by Rabindranath Tagore</p> <p>Themes in the Poetry of Keats</p>
CC.1.3.11-12.G.	<p>Integration of Knowledge and Ideas: Sources of Information</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>Analyzing Ekphrastic Poetry</p> <p>Characterization in Grendel</p> <p>Comparing and Contrasting Two Versions of The War of the Worlds</p> <p>Hamlet, Part 4: Comparing and Contrasting Interpretations</p> <p>Introduction to Anglo-Saxon Literature: Beowulf</p>
CC.1.3.11-12.H.	<p>Integration of Knowledge and Ideas</p> <p>Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>Analyzing Ekphrastic Poetry</p> <p>Edgar Allan Poe’s “The Tell-Tale Heart”</p>

Standard ID	Standard Text	Edgenuity Lesson Name
Vocabulary Acquisition and Use		
CC.1.3.11-12.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Central Ideas and Context: Utopia Hamlet, Part 2: Word Choice and Tone
CC.1.3.11-12.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 5: Characteristics of Elizabethan Drama
Range of Reading		
CC.1.3.11-12.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.	Allusions and Perspective in Derek Walcott’s Midsummer Analyzing Ekphrastic Poetry Central Ideas and Context: Utopia Characterization in Grendel Chivalry in the Middle Ages: Sir Gawain and the Green Knight Comparing and Contrasting Two Versions of The War of the Worlds Contemporary Poetry: Seamus Heaney’s “Digging” Edgar Allan Poe’s “The Tell-Tale Heart” Fantasy Literature: J. R. R. Tolkien’s The Fellowship of the Ring Haiku and Romantic Poetry Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 2: Word Choice and Tone Hamlet, Part 3: Figurative Language and Allusions Hamlet, Part 4: Comparing and Contrasting Interpretations Hamlet, Part 5: Characteristics of Elizabethan Drama Hamlet, Part 6: Applying Literary Criticism Hamlet, Part 7: Plot and Character Hamlet, Part 8: Themes Introduction to Anglo-Saxon Literature: Beowulf Introduction to Romanticism

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.11-12.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently. <i>(Cont'd.)</i>	Part 1: A Comedy of Manners: The Importance of Being Earnest Part 1: Epic Poetry: Gilgamesh Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde Part 2: The Strange Case of Dr. Jekyll and Mr. Hyde : Plot Development and Conflict Part 2: Epic Hero: Gilgamesh Part 2: Literary Devices in The Importance of Being Earnest Part 3: Characterization in The Importance of Being Earnest Part 3: The Strange Case of Dr. Jekyll and Mr. Hyde: Making Inferences and Predictions Part 4: The Strange Case of Dr. Jekyll and Mr. Hyde: Theme Part 5: The Strange Case of Dr. Jekyll and Mr. Hyde: Summary and Plot Development Part 6: The Strange Case of Dr. Jekyll and Mr. Hyde: Character Part 7: The Strange Case of Dr. Jekyll and Mr. Hyde: Conflict and Resolution Satire in The Pardoner's Tale Sound and Structure in Poems by Dylan Thomas and W. B. Yeats Style in Poems by Rabindranath Tagore Themes in the Poetry of Keats
	Informative/Explanatory	
CC.1.4.11-12.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	Creating a Museum Exhibit Part 4: Writing to Evaluate Mortimer's Style Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia

Standard ID	Standard Text	Edgenuity Lesson Name
Informative/Explanatory: Focus		
CC.1.4.11-12.B.	Write with a sharp, distinct focus identifying topic, task, and audience.	Creating a Museum Exhibit Part 3: Writing to Analyze the Epic Hero in Gilgamesh Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia
Informative/Explanatory: Content		
CC.1.4.11-12.C.	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	Creating a Museum Exhibit Part 3: Writing to Analyze the Epic Hero in Gilgamesh Part 4: Writing to Evaluate Mortimer's Style Satire in Swift's "A Modest Proposal" (Continued) Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia
Informative/Explanatory: Organization		
CC.1.4.11-12.D.	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.11-12.E. CC.1.4.11-12.E.1.	Informative/Explanatory: Style Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Creating a Museum Exhibit Part 4: Writing to Evaluate Mortimer's Style Satire in Swift's "A Modest Proposal" (Continued) Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages
CC.1.4.11-12.E.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	Part 3: Writing to Analyze the Epic Hero in Gilgamesh Part 4: Writing to Evaluate Mortimer's Style Writing a Research-Based Informative Essay about Language Writing an Informative Essay about a Utopia
CC.1.4.11-12.F.	Informative/Explanatory: Conventions of Language Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Part 3: Writing to Analyze the Epic Hero in Gilgamesh Part 4: Writing to Evaluate Mortimer's Style Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Informative Essay about a Utopia
CC.1.4.11-12.G.	Opinion/Argumentative Write arguments to support claims in an analysis of substantive topics.	Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue
CC.1.4.11-12.H. CC.1.4.11-12.H.1.	Opinion/Argumentative: Focus Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.	Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about a Utopia

Standard ID	Standard Text	Edgenuity Lesson Name
Opinion/Argumentative: Content		
CC.1.4.11-12.I.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue
Opinion/Argumentative: Organization		
CC.1.4.11-12.J.	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue
Opinion/Argumentative: Style		
CC.1.4.11-12.K.	Write with an awareness of the stylistic aspects of composition.	
CC.1.4.11-12.K.1.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	
CC.1.4.11-12.K.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	
Opinion/Argumentative: Conventions of Language		
CC.1.4.11-12.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Speaking and Listening: Planning a Multimedia Presentation Writing a Persuasive E-mail Writing an Argumentative Essay about an Ethical Issue
Narrative		
CC.1.4.11-12.M.	Write narratives to develop real or imagined experiences or events.	Writing a Narrative Application Essay Writing a Personal Statement

Standard ID	Standard Text	Edgenuity Lesson Name
Narrative: Focus		
CC.1.4.11-12.N.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	Writing a Narrative Application Essay Writing a Personal Statement
Narrative: Content		
CC.1.4.11-12.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	Writing a Narrative Application Essay Writing a Personal Statement
Narrative: Organization		
CC.1.4.11-12.P.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Writing a Narrative Application Essay Writing a Personal Statement
Narrative: Style		
CC.1.4.11-12.Q.	Write with an awareness of the stylistic aspects of writing.	
CC.1.4.11-12.Q.1.	Use parallel structure.	Writing Coherent Sentences
CC.1.4.11-12.Q.2.	Use various types of phrases and clauses to convey specific meanings and add variety and interest.	Writing Coherent Sentences
CC.1.4.11-12.Q.3.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Writing a Narrative Application Essay Writing a Personal Statement
Narrative: Conventions of Language		
CC.1.4.11-12.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Contested Usage Parts of Speech: Gerunds, Participles, and Infinitives Using Punctuation Writing Coherent Sentences

Standard ID	Standard Text	Edgenuity Lesson Name
	Response to Literature	
CC.1.4.11-12.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Allusions and Perspective in Derek Walcott’s Midsummer Analyzing Career Information from the Bureau of Labor Statistics Website Analyzing Ekphrastic Poetry Analyzing US World War II Political Messages Central Ideas and Context: Utopia Central Ideas in A Vindication of the Rights of Woman Characterization in Grendel Chivalry in the Middle Ages: Sir Gawain and the Green Knight Comparing and Contrasting Two Versions of The War of the Worlds Comparing Eighteenth-Century Texts on Slavery Contemporary Poetry: Seamus Heaney’s “Digging” Haiku and Romantic Poetry Hamlet, Part 1: An Introduction to Elizabethan Theater Hamlet, Part 3: Figurative Language and Allusions Hamlet, Part 4: Comparing and Contrasting Interpretations Hamlet, Part 5: Characteristics of Elizabethan Drama Hamlet, Part 7: Plot and Character Hamlet, Part 8: Themes Introduction to Anglo-Saxon Literature: Beowulf Introduction to Romanticism Part 1: A Comedy of Manners: The Importance of Being Earnest Part 1: An Introduction to Elizabethan England Part 1: Epic Poetry: Gilgamesh Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde Part 1: Text Details and Context Clues in an Informational Text Part 2: The Strange Case of Dr. Jekyll and Mr. Hyde : Plot Development and Conflict Part 2: Epic Hero: Gilgamesh Part 2: Literary Devices in The Importance of Being Earnest Part 2: Summarizing an Author’s Viewpoint in an Informational Text

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.11-12.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. <i>(Cont'd.)</i>	Part 2: Summarizing Central Ideas about Elizabethan England Part 3: Using Media to Extend Understanding of an Informational Text Part 3: Writing to Analyze the Epic Hero in Gilgamesh Part 4: Writing to Evaluate Mortimer's Style Part 6: The Strange Case of Dr. Jekyll and Mr. Hyde: Character Part 7: The Strange Case of Dr. Jekyll and Mr. Hyde: Conflict and Resolution Purpose and Format in "The Leader in the Mirror" Satire in Swift's "A Modest Proposal" Satire in Swift's "A Modest Proposal" (Continued) Satire in The Pardoner's Tale Sound and Structure in Poems by Dylan Thomas and W. B. Yeats Speeches of Queen Elizabeth I Style in Poems by Rabindranath Tagore Themes in the Poetry of Keats Word Meaning in the Preface to A Dictionary of the English Language Writing an Analysis of Media Messages
Production and Distribution of Writing: Writing Process		
CC.1.4.11-12.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Writing a Narrative Application Essay Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Argumentative Essay about an Ethical Issue Writing an Informative Essay about a Utopia

Standard ID	Standard Text	Edgenuity Lesson Name
	Technology and Publication	
CC.1.4.11-12.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	Creating a Museum Exhibit Writing a Narrative Application Essay Writing a Personal Statement Writing a Persuasive E-mail Writing a Research-Based Informative Essay about Language Writing an Analysis of Media Messages Writing an Argumentative Essay about an Ethical Issue Writing an Informative Essay about a Utopia
	Conducting Research	
CC.1.4.11-12.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Creating a Museum Exhibit Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language
	Credibility, Reliability, and Validity of Sources	
CC.1.4.11-12.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Creating a Museum Exhibit Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation Writing a Research-Based Informative Essay about Language

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.11-12.X.	<p>Range of Writing</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Allusions and Perspective in Derek Walcott’s Midsummer</p> <p>Analyzing Career Information from the Bureau of Labor Statistics Website</p> <p>Analyzing Ekphrastic Poetry</p> <p>Analyzing US World War II Political Messages</p> <p>Central Ideas and Context: Utopia</p> <p>Central Ideas in A Vindication of the Rights of Woman</p> <p>Chivalry in the Middle Ages: Sir Gawain and the Green Knight</p> <p>Comparing and Contrasting Two Versions of The War of the Worlds</p> <p>Comparing Eighteenth-Century Texts on Slavery</p> <p>Contemporary Poetry: Seamus Heaney’s “Digging”</p> <p>Creating a Museum Exhibit</p> <p>Haiku and Romantic Poetry</p> <p>Hamlet, Part 1: An Introduction to Elizabethan Theater</p> <p>Hamlet, Part 3: Figurative Language and Allusions</p> <p>Hamlet, Part 4: Comparing and Contrasting Interpretations</p> <p>Hamlet, Part 5: Characteristics of Elizabethan Drama</p> <p>Hamlet, Part 7: Plot and Character</p> <p>Hamlet, Part 8: Themes</p> <p>Introduction to Anglo-Saxon Literature: Beowulf</p> <p>Introduction to Romanticism</p> <p>Part 1: A Comedy of Manners: The Importance of Being Earnest</p> <p>Part 1: An Introduction to Elizabethan England</p> <p>Part 1: Epic Poetry: Gilgamesh</p> <p>Part 1: Gothic Fiction: The Strange Case of Dr. Jekyll and Mr. Hyde</p> <p>Part 1: Text Details and Context Clues in an Informational Text</p> <p>Part 2: The Strange Case of Dr. Jekyll and Mr. Hyde : Plot Development and Conflict</p> <p>Part 2: Epic Hero: Gilgamesh</p> <p>Part 2: Literary Devices in The Importance of Being Earnest</p>

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.11-12.X.	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><i>(Cont'd.)</i></p>	<p>Part 2: Summarizing an Author's Viewpoint in an Informational Text</p> <p>Part 2: Summarizing Central Ideas about Elizabethan England</p> <p>Part 3: Using Media to Extend Understanding of an Informational Text</p> <p>Part 3: Writing to Analyze the Epic Hero in Gilgamesh</p> <p>Part 4: Writing to Evaluate Mortimer's Style</p> <p>Part 6: The Strange Case of Dr. Jekyll and Mr. Hyde: Character</p> <p>Part 7: The Strange Case of Dr. Jekyll and Mr. Hyde: Conflict and Resolution</p> <p>Purpose and Format in "The Leader in the Mirror"</p> <p>Satire in Swift's "A Modest Proposal"</p> <p>Satire in Swift's "A Modest Proposal" (Continued)</p> <p>Satire in The Pardoner's Tale</p> <p>Sound and Structure in Poems by Dylan Thomas and W. B. Yeats</p> <p>Speaking and Listening: Formal Debate</p> <p>Speeches of Queen Elizabeth I</p> <p>Style in Poems by Rabindranath Tagore</p> <p>Themes in the Poetry of Keats</p> <p>Word Meaning in the Preface to A Dictionary of the English Language</p> <p>Writing a Narrative Application Essay</p> <p>Writing a Personal Statement</p> <p>Writing a Persuasive E-mail</p> <p>Writing a Research-Based Informative Essay about Language</p> <p>Writing an Analysis of Media Messages</p> <p>Writing an Argumentative Essay about an Ethical Issue</p>
CC.1.5.11-12.A.	<p>Comprehension and Collaboration: Collaborative Discussion</p> <p>Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Speaking and Listening: Formal Debate</p>

Standard ID	Standard Text	Edgenuity Lesson Name
	Comprehension and Collaboration: Critical Listening	
CC.1.5.11-12.B.	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	Speaking and Listening: Formal Debate
	Comprehension and Collaboration: Evaluating Information	
CC.1.5.11-12.C.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Speaking and Listening: Planning a Multimedia Presentation
	Presentation of Knowledge and Ideas: Purpose, Audience, and Task	
CC.1.5.11-12.D.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	Speaking and Listening: Planning a Multimedia Presentation
	Presentation of Knowledge and Ideas: Context	
CC.1.5.11-12.E.	Adapt speech to a variety of contexts and tasks.	Speaking and Listening: Formal Debate Speaking and Listening: Planning a Multimedia Presentation
	Integration of Knowledge and Ideas: Multimedia	
CC.1.5.11-12.F.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	Speaking and Listening: Planning a Multimedia Presentation
	Conventions of Standard English	
CC.1.5.11-12.G.	Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.	Speaking and Listening: Formal Debate

Unit	Lesson	Lesson Objectives
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Epic Beginnings

Part 1: Epic Poetry: *Gilgamesh*

- Analyze the impact of features of an epic on plot.
- Evaluate the structure of an epic.
- Identify features of epic poetry.

Part 2: Epic Hero: *Gilgamesh*

- Determine themes.
- Identify characteristics of an epic hero and cite evidence from the text.
- Recognize interactions between themes within a text.

Part 3: Writing to Analyze the Epic Hero in *Gilgamesh*

- Form conclusions about a character.
- Organize writing according to purpose.
- Paraphrase evidence from the text to support conclusions.

Introduction to Anglo-Saxon Literature: *Beowulf*

- Analyze the development of the English language.
- Make inferences that are well supported by textual evidence.
- Recognize the characteristics of the Anglo-Saxon period.

Characterization in *Grendel*

- Analyze characterization.
- Compare two interpretations of the same story.
- Identify point of view and perspective.

Building Vocabulary: Word Roots, Affixes, and Reference Materials

- Analyze word parts to determine meaning, spelling, and usage.
- Recognize word roots and affixes.
- Use reference materials to determine the correct spelling and usage of a word.

Writing a Narrative Application Essay

- Analyze how a sequence of events can affect plot.
- Develop a narrative with dialogue and description.
- Revise writing to build precision and add a reflection.
- Write a narrative essay about a hero.

Unit	Lesson	Lesson Objectives
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From the Middle Ages through the Renaissance

Satire in *The Pardoner's Tale*

- Analyze characterization.
- Analyze satire.
- Identify characteristics of the medieval period.

Chivalry in the Middle Ages: *Sir Gawain and the Green Knight*

- Analyze characters.
- Identify characteristics of a chivalric hero.
- Identify features of medieval court culture and chivalry.

Central Ideas and Context: *Utopia*

- Connect a text to its social and historical context.
- Critique ideas in a text.
- Identify central ideas and supporting details in a text.

Parts of Speech: Gerunds, Participles, and Infinitives

- Identify the function of phrases within a sentence.
- Recognize gerunds, participles, and infinitives.
- Use gerunds, participles, and infinitives correctly.

Writing an Informative Essay about a Utopia

- Generate ideas and supporting details based on a given topic.
- Organize and develop ideas.
- Revise writing to create cohesion and vary syntax.
- Write an informative essay.

Life in the Renaissance

Speeches of Queen Elizabeth I

- Analyze an author's use of rhetorical appeals.
- Compare and contrast two persuasive texts.
- Determine an author's purpose.

Part 1: An Introduction to Elizabethan England

- Analyze the effects of point of view on a reader.
- Cite textual evidence to support inferences.
- Identify explicit and implicit information about a time period.

Unit	Lesson	Lesson Objectives
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Part 2: Summarizing Central Ideas about Elizabethan England

Analyze the development of central ideas.

Determine central ideas in an informational text.

Objectively summarize a text.

Part 3: Text Structure in an Informational Text

Analyze the author's use of chronological text structure.

Evaluate the effectiveness of text structure and style.

Identify chronological text structure.

Part 4: Writing to Evaluate Mortimer's Style

Develop a paragraph with relevant evidence.

Evaluate the effectiveness of an author's style.

Use precise language appropriate for the audience and purpose.

Elizabethan Drama: *The Tragedy of Hamlet*

***Hamlet*, Part 1: An Introduction to Elizabethan Theater**

Analyze characterization.

Evaluate an author's use of dramatic conventions.

Identify and analyze the elements of a drama.

***Hamlet*, Part 2: Word Choice and Tone**

Analyze the impact of word choice on meaning and tone.

Determine word meaning by using context.

Evaluate words with multiple meanings.

***Hamlet*, Part 3: Figurative Language and Allusions**

Analyze the effect of language choices.

Determine the meaning of allusions.

Identify figurative language.

***Hamlet*, Part 4: Comparing and Contrasting Interpretations**

Analyze a source text that is commonly adapted.

Compare and contrast different adaptations.

Evaluate the choices of an adaptation.

***Hamlet*, Part 5: Characteristics of Elizabethan Drama**

Draw conclusions about what makes a character complex.

Make connections between characteristics of Elizabethan drama and *Hamlet*.

Support conclusions with evidence from the text.

Unit	Lesson	Lesson Objectives
Hamlet, Part 6: Applying Literary Criticism		
Analyze a text using a historical lens.		
Analyze a text using feminist lens.		
Analyze a text using formalist lens.		
Hamlet, Part 7: Plot and Character		
Analyze character development.		
Analyze how conflict drives plot in a story.		
Evaluate the impact of plot on character development.		
Hamlet, Part 8: Themes		
Analyze the development or interaction of themes within a text.		
Determine themes in a text.		
Summarize the development of a theme objectively.		
The Enlightenment in England		
Central Ideas in <i>A Vindication of the Rights of Woman</i>		
Analyze the development of an argument.		
Determine the central ideas of a text.		
Summarize a text objectively.		
Satire in Swift's "A Modest Proposal"		
Analyze rhetorical devices, including irony, understatement, and false premises.		
Determine an author's purpose.		
Identify and analyze satire.		
Satire in Swift's "A Modest Proposal" (Continued)		
Analyze a satire.		
Maintain an objective tone.		
Summarize a text, using paraphrasing and quotations.		
Comparing Eighteenth-Century Texts on Slavery		
Compare and contrast how two texts address the same topic.		
Determine an author's purpose for writing.		
Use textual evidence to identify an author's explicit and implicit assumptions and beliefs.		
Word Meaning in the Preface to <i>A Dictionary of the English Language</i>		
Analyze how an author uses and refines the meaning of a key term over the course of a text.		
Recognize the historical and literary significance of a foundational text.		
Use context clues or connotations to determine word meaning.		

Unit	Lesson	Lesson Objectives
Writing a Research-Based Informative Essay about Language		
Develop an analysis with researched evidence.		
Organize complex ideas by using a thesis statement, developed paragraphs, and transitions.		
Revise writing for formal style and a strong conclusion.		
Enlightenment Ideas in America		
Analyze word choice.		
Compare and contrast two foundational US texts.		
Identify an author's purpose and use of rhetorical appeals.		
Romanticism in England		
Introduction to Romanticism		
Analyze the impact of word choice on a poem's meaning and tone.		
Evaluate sound devices in poetry.		
Recognize the characteristics of the romantic period.		
Themes in the Poetry of Keats		
Analyze the impact of word choice on meaning and tone.		
Compare two texts with related themes.		
Determine a theme.		
Haiku and Romantic Poetry		
Compare and contrast two poetic forms.		
Determine the mood of a poem.		
Recognize structural elements and motifs in haiku poetry.		
Speaking and Listening: Planning a Multimedia Presentation		
Convey ideas clearly and effectively.		
Plan a presentation that is appropriate for the topic, audience, and purpose.		
Use multimedia to present ideas in an engaging and persuasive way.		
The Gothic Novel: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>		
Part 1: Gothic Fiction: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>		
Analyze characterization in gothic fiction.		
Analyze setting in gothic fiction.		
Identify mood in gothic fiction.		
Part 2: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> : Plot Development and Conflict		
Evaluate how plot elements and conflict create suspense.		
Identify conflict.		
Recognize plot elements and analyze plot development.		

Unit	Lesson	Lesson Objectives
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Part 3: *The Strange Case of Dr. Jekyll and Mr. Hyde* : Making Inferences and Predictions

- Analyze characters' internal conflicts.
- Make and check predictions.
- Make inferences about a story.

Part 4: *The Strange Case of Dr. Jekyll and Mr. Hyde* : Theme

- Analyze the way a theme is developed.
- Identify themes in a text.
- Make connections between events in the plot and themes.

Part 5: *The Strange Case of Dr. Jekyll and Mr. Hyde* : Summary and Plot Development

- Analyze the point of view and perspectives in a text.
- Determine the effects of plot devices on a story.
- Summarize plot events.

Part 6: *The Strange Case of Dr. Jekyll and Mr. Hyde* : Character

- Analyze characterization.
- Compare and contrast characters.
- Explain how a character develops.

Part 7: *The Strange Case of Dr. Jekyll and Mr. Hyde* : Conflict and Resolution

- Analyze the relationship between plot and conflict.
- Identify conflicts, complications, and resolution.
- Make connections between a story's resolution and its theme(s).

Edgar Allan Poe's "The Tell-Tale Heart"

- Analyze aspects of narration, including point of view and unreliable narration.
- Compare and contrast two gothic texts.
- Identify features of gothic literature.

Nineteenth-Century England

Part 1: A Comedy of Manners: *The Importance of Being Earnest*

- Analyze how a comedy of manners critiques society.
- Explain how humor can make a critique effective.
- Identify features of a comedy of manners.

Part 2: Literary Devices in *The Importance of Being Earnest*

- Determine the effects of literary devices such as puns, paradoxes, epigrams, and understatement.
- Identify and analyze epigrams and understatement.
- Identify and analyze puns and paradoxes.

Unit	Lesson	Lesson Objectives
Part 3: Characterization in <i>The Importance of Being Earnest</i>		
Analyze how historical context affects characterization.		
Determine characteristics.		
Draw conclusions about a character's values.		
Comparing and Contrasting Two Versions of <i>The War of the Worlds</i>		
Analyze how a text conveys an author's purpose.		
Analyze the aesthetic impact of a text.		
Compare and contrast the crafts of two versions of a text.		
Using Pronouns Correctly		
Recognize and correct vague pronouns and pronoun shifts.		
Use reflexive, intensive, and reciprocal pronouns correctly.		
Use subjective, objective, and possessive pronouns correctly.		
Writing an Argumentative Essay about an Ethical Issue		
Anticipate and address counterclaims.		
Introduce and develop claims using supporting evidence and rhetorical devices.		
Revise writing to strengthen connections between ideas and maintain a formal style.		
The First Half of the Twentieth Century		
Style in Poems by Rabindranath Tagore		
Analyze the effects of apostrophe on an author's style.		
Identify and analyze figurative language and imagery.		
Identify features of lyric poetry.		
Sound and Structure in Poems by Dylan Thomas and W. B. Yeats		
Analyze refrains and parallelism in poems.		
Identify and analyze rhyme and meter.		
Identify and compare themes in two poems that treat similar topics.		
Analyzing US World War II Political Messages		
Analyze the visual and textual elements of persuasive messages.		
Compare and contrast a political speech with a media campaign.		
Determine a speaker's purpose in a speech.		
Using Punctuation		
Writing an Analysis of Media Messages		
Analyze elements of a media campaign.		
Develop an analysis using specific examples and descriptions.		
Revise writing to strengthen word choice.		

Unit	Lesson	Lesson Objectives
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Cultural Reflections in Art and Artifacts

Part 1: Text Details and Context Clues in an Informational Text

- Analyze an author's use of supporting and descriptive details.
- Analyze the use of images in a text.
- Use context clues to determine the meanings of domain-specific words.

Part 2: Summarizing an Author's Viewpoint in an Informational Text

- Analyze an author's use of external sources.
- Determine an author's viewpoint in a nonfiction text.
- Provide an objective summary of a text.

Part 3: Using Media to Extend Understanding of an Informational Text

- Analyze the cultural and historical significance of an object.
- Analyze the way an author engages a reader.
- Compare the experience of reading text and listening to audio about the same topic.

Analyzing Ekphrastic Poetry

- Analyze a poem's treatment of a subject.
- Analyze art as a visual text.
- Compare and contrast the treatment of the same subject in two poems.

Contested Usage

- Identify active and passive voice and determine when to use passive voice.
- Identify split infinitives and determine when to use them.
- Recognize prepositions and determine when it is appropriate to end a sentence with a preposition.

Creating a Museum Exhibit

- Choose appropriate information from reliable sources.
- Generate questions to guide research.
- Plan, organize, and design the components of a webpage.

Contemporary Voices

Fantasy Literature: J. R. R. Tolkien's *The Fellowship of the Ring*

- Analyze characterization.
- Identify setting.
- Recognize elements of fantasy literature.

Contemporary Poetry: Seamus Heaney's "Digging"

- Analyze diction in a poem.
- Compare and contrast poetry from two different cultures.
- Identify and analyze sound devices in a poem.

Unit	Lesson	Lesson Objectives
		<p>Writing a Persuasive E-mail</p> <ul style="list-style-type: none"> Establish a claim and support it with evidence and rebuttals. Maintain formality when writing in a digital platform. Structure a persuasive letter. <p>Allusions and Perspective in Derek Walcott's <i>Midsummer</i></p> <ul style="list-style-type: none"> Analyze a speaker's perspective. Identify allusions and determine their effects. Make connections between allusions and perspective.
Success and Planning for the Future		
		<p>Analyzing a Procedural Text: <i>How to Find Out Anything</i></p> <ul style="list-style-type: none"> Follow a procedural text and understand how to evaluate results. Identify and analyze text features. Recognize the structure and elements of a procedural text, including signal words. <p>Analyzing Career Information from the Bureau of Labor Statistics Website</p> <ul style="list-style-type: none"> Determine an author's purpose. Evaluate the effectiveness of a text's structure. Interpret information in charts and graphs. <p>Writing a Personal Statement</p> <ul style="list-style-type: none"> Introduce the topic and point of view of a personal statement. Provide a conclusion that reflects on experiences discussed in the narrative. Use precise details to develop and relay events and experiences. <p>Purpose and Format in "The Leader in the Mirror"</p> <ul style="list-style-type: none"> Analyze an author's use of particular genres or modes. Compare and contrast how texts in different genres treat the same topic. Identify an author's purpose for writing. <p>Speaking and Listening: Formal Debate</p> <ul style="list-style-type: none"> Apply rules for effective speaking and listening. Identify the elements and types of a formal debate. Recognize strategies for presenting arguments effectively, including the use of evidence and persuasive techniques.

English Language Arts 9

Course Overview and Syllabus

Course Number: ELA3009 IC

Grade level: 9

Prerequisite Courses: None

Credits: 1.0

Course Description

This freshman-year English course invites students to explore diverse texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They will study also short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

Course Objectives

Throughout the course, you will meet the following goals:

- Demonstrate knowledge of foundational works of literature.
- Analyze seminal works of literary nonfiction and evaluate their structure and reasoning.
- Analyze the impact of an author's choices regarding how to develop and relate elements of a text.
- Demonstrate increasing sophistication in the routine and process of writing.
- Learn to use Standard English from a variety of grammar lessons.

Student Expectations

This course requires the same level of commitment from you as a traditional classroom course. Students are expected to spend approximately five to seven hours per week online on:

- Interactive lessons that include a mixture of instructional videos and tasks
- Assignments in which you apply and extend learning in each lesson
- Assessments, including quizzes, tests, and cumulative exams

Communication

Your teacher will communicate with you regularly through discussions, e-mail, chat, and system announcements. You will also communicate with classmates, either via online tools or face to face, as you collaborate on projects, ask and answer questions in your peer group, and develop your speaking and listening skills.

Grading Policy

You will be graded on the work you do online and the work you submit electronically to your teacher. The weighting for each category of graded activity is listed below.

Grading Category	Weight
Quiz	20%
Test	30%
Exam	20%
Essay	15%
Assignment	10%
Additional	0%
Project	5%

Scope and Sequence

When you log into Edgenuity, you can view the entire course map—an interactive scope and sequence of all topics you will study. The units of study are summarized below:

- Unit 1:** Mythology
- Unit 2:** The Epic Hero's Quest
- Unit 3:** Individuality and Conformity
- Unit 4:** Nature and the Environment
- Unit 5:** Caring
- Unit 6:** Tragedy and Drama
- Unit 7:** Espionage and Intrigue
- Unit 8:** Fighting for Equality
- Unit 9:** Unity and Division

Standard ID	Standard Text	Edgenuity Lesson Name
CC.9-10.	English Language Arts, Grades 9-10	
CC.1.2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
	Key Ideas and Details: Main Idea	
CC.1.2.9-10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
		Summarizing Central Ideas and Purpose: <i>The Hot Zone</i>
		Summarizing Central Ideas in <i>The Dark Game</i> , Part 1
		Supporting Conclusions with Evidence in <i>The Dark Game</i> , Part 2
		Tracing the Central Idea in "A Quilt of a Country" Viewpoint in <i>I Know Why the Caged Bird Sings</i>
	Key Ideas and Details: Text Analysis	
CC.1.2.9-10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	
		Author's Purpose and Viewpoint in <i>The Dark Game</i> , Part 3
		Supporting Conclusions with Evidence in <i>The Dark Game</i> , Part 2
		Viewpoint in <i>I Know Why the Caged Bird Sings</i>
CC.1.2.9-10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
		Comparing Argumentative Text: <i>Silent Spring</i> and "Save the Redwoods"
		Summarizing Central Ideas and Purpose: <i>The Hot Zone</i>
		Summarizing Central Ideas in <i>The Dark Game</i> , Part 1
		Tracing the Central Idea in "A Quilt of a Country"

Standard ID	Standard Text	Edgenuity Lesson Name
Craft and Structure: Point of View		
CC.1.2.9-10.D.	Determine an author's particular point of view and analyze how rhetoric advances the point of view.	<p>Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech</p> <p>Comparing Argumentative Text: <i>Silent Spring</i> and "Save the Redwoods"</p> <p>Introduction to Making a Difference: <i>It's Our World, Too!</i></p> <p>Rhetoric in Reagan's Address at Moscow State University</p> <p>Structure and Narrative: Rosa Parks' Memoir, <i>My Story</i></p>
Craft and Structure: Text Structure		
CC.1.2.9-10.E.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<p>Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech</p> <p>Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued)</p> <p>Author's Purpose and Viewpoint in <i>The Dark Game</i>, Part 3</p> <p>Comparing Argumentative Text: <i>Silent Spring</i> and "Save the Redwoods"</p>
Craft and Structure: Vocabulary		
CC.1.2.9-10.F.	Analyze how words and phrases shape meaning and tone in texts.	<p>Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech</p> <p>Comparing Argumentative Text: <i>Silent Spring</i> and "Save the Redwoods"</p>
Integration of Knowledge and Ideas: Diverse Media		
CC.1.2.9-10.G.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	<p>Comparing Accounts of Iqbal's Story</p> <p>Viewpoint in <i>I Know Why the Caged Bird Sings</i></p>

Standard ID	Standard Text	Edgenuity Lesson Name
Integration of Knowledge and Ideas: Evaluating Arguments		
CC.1.2.9-10.H.	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	Comparing Accounts of Iqbal's Story Structure and Narrative: Rosa Parks' Memoir, <i>My Story</i>
Integration of Knowledge and Ideas: Analysis Across Texts		
CC.1.2.9-10.I.	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	Comparing Argumentative Text: <i>Silent Spring</i> and "Save the Redwoods" Rhetoric in Reagan's Address at Moscow State University
Vocabulary Acquisition and Use		
CC.1.2.9-10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Improving Vocabulary with Word Parts and Context Clues Using Reference Resources
CC.1.2.9-10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Improving Vocabulary with Word Parts and Context Clues Using Reference Resources
Range of Reading		
CC.1.2.9-10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	An Introduction to Shakespeare and <i>Romeo and Juliet</i> , Part 1 Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech Author's Purpose and Viewpoint in <i>The Dark Game</i> , Part 3 Comparing Accounts of Iqbal's Story

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.2.9-10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. <i>(Cont'd)</i>	Comparing Argumentative Text: <i>Silent Spring</i> and "Save the Redwoods" Introduction to Making a Difference: <i>It's Our World, Too!</i> Rhetoric in Reagan's Address at Moscow State University Structure and Narrative: Rosa Parks' Memoir, <i>My Story</i> Summarizing Central Ideas and Purpose: <i>The Hot Zone</i> Summarizing Central Ideas in <i>The Dark Game</i> , Part 1 Supporting Conclusions with Evidence in <i>The Dark Game</i> , Part 2 Tracing the Central Idea in "A Quilt of a Country"
CC.1.3.9-10.	Reading Literature Students read and respond to works of literature - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details: Theme	
CC.1.3.9-10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	An Introduction to Shakespeare and <i>Romeo and Juliet</i> , Part 1 Character and Point of View in "The Most Dangerous Game," Part 1 Characterization, Theme, and Irony in "The Gift of the Magi" Characters and Conflict in <i>Romeo and Juliet</i> , Part 3 Compare and Contrast: Myths and Cultures Descriptive Language and Character: <i>Iqbal</i> Introduction to Individuality and Conformity: "Initiation"

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.9-10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <i>(Cont'd)</i>	Literary Devices in <i>Romeo and Juliet</i> , Part 5 Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Narration and Point of View in <i>Lizzie Bright and the Buckminster Boy</i> , Part 2 Narrative Elements in "Pyramus and Thisbe," from Ovid's <i>Metamorphoses</i> Setting the Scene of <i>Romeo and Juliet</i> , Part 2 <i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2
Key Ideas and Details: Text Analysis		
CC.1.3.9-10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	Characterization, Theme, and Irony in "The Gift of the Magi" Comparing Poetry: Poetic Devices Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare <i>The Odyssey</i> : Conflict and Theme, Part 4 <i>The Odyssey</i> : Theme Development, Part 6 Themes and Resolution in <i>Romeo and Juliet</i> , Part 8
Key Ideas and Details: Literary Elements		
CC.1.3.9-10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Character and Point of View in "The Most Dangerous Game," Part 1 Characterization, Theme, and Irony in "The Gift of the Magi" Characters and Conflict in <i>Romeo and Juliet</i> , Part 3 Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Appendix 199

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.9-10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <i>(Cont'd)</i>	Conflict Development in <i>Romeo and Juliet</i> , Part 6 Creating a Storyboard for a Shakespeare Scene Descriptive Language and Character: <i>Iqbal</i> Historical Context and Conflict in <i>Lizzie Bright and the Buckminster Boy</i> , Part 1 Introduction to Individuality and Conformity: "Initiation" Literary Devices in <i>Romeo and Juliet</i> , Part 5 Mood and Narrative Techniques in "Lather and Nothing Else" Narration and Point of View in <i>Lizzie Bright and the Buckminster Boy</i> , Part 2 Setting the Scene of <i>Romeo and Juliet</i> , Part 2 Suspense in "The Cruel Tribute" Suspense in <i>Romeo and Juliet</i> , Part 7 <i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2 <i>The Odyssey</i> : Theme Development, Part 6 <i>The Odyssey</i> : Writing a Character Analysis, Part 3 Themes and Resolution in <i>Romeo and Juliet</i> , Part 8
Craft and Structure: Point of View		
CC.1.3.9-10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued) Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Comparing Poetry: Poetic Devices Creating a Storyboard for a Shakespeare Scene Imagery and Symbolism in "The Scarlet Ibis" Introduction to Mystery and Suspense: "The Raven" <div style="text-align: right;">Appendix 200</div>

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.9-10.D. (Cont'd)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.	Literary Devices in <i>Romeo and Juliet</i> , Part 5 Mood and Narrative Techniques in "Lather and Nothing Else" Soliloquy and Figures of Speech in <i>Romeo and Juliet</i> , Part 4 <i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2 <i>The Odyssey</i> : Conflict and Theme, Part 4 <i>The Odyssey</i> : Symbolism and Making Predictions, Part 5 Word Choice and Extended Metaphor in a Poem by Maya Angelou
Craft and Structure: Text Structure		
CC.1.3.9-10.E.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.	An Introduction to Shakespeare and <i>Romeo and Juliet</i> , Part 1 Characters and Conflict in <i>Romeo and Juliet</i> , Part 3 Comparing Poetry: Poetic Devices Imagery and Symbolism in "The Scarlet Ibis" Introduction to Individuality and Conformity: "Initiation" Introduction to Mystery and Suspense: "The Raven" Mood and Narrative Techniques in "Lather and Nothing Else" Narrative Elements in "Pyramus and Thisbe," from <i>Ovid's Metamorphoses</i> Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare Suspense in "The Cruel Tribute" Suspense in <i>Romeo and Juliet</i> , Part 7

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.9-10.E.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. <i>(Cont'd)</i>	<i>The Odyssey</i> and Epic Poetry: An Introduction, Part 1 <i>The Odyssey</i> : Conflict and Theme, Part 4
Craft and Structure: Vocabulary		
CC.1.3.9-10.F.	Analyze how words and phrases shape meaning and tone in texts.	Content and Style in Emily Dickinson's Poems Introduction to Mystery and Suspense: "The Raven" Literary Devices in <i>Romeo and Juliet</i> , Part 5 Mood and Narrative Techniques in "Lather and Nothing Else" Soliloquy and Figures of Speech in <i>Romeo and Juliet</i> , Part 4 Word Choice and Extended Metaphor in a Poem by Maya Angelou
Integration of Knowledge and Ideas: Sources of Information		
CC.1.3.9-10.G.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	Creating a Storyboard for a Shakespeare Scene Making Predictions and Visualizing with "The Most Dangerous Game," Part 2 Soliloquy and Figures of Speech in <i>Romeo and Juliet</i> , Part 4 Structure and Narrative: Rosa Parks' Memoir, <i>My Story</i>
Integration of Knowledge and Ideas		
CC.1.3.9-10.H.	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.	Descriptive Language and Character: <i>Iqbal</i> Narrative Elements in "Pyramus and Thisbe," from Ovid's <i>Metamorphoses</i> Suspense in "The Cruel Tribute"

Standard ID	Standard Text	Edgenuity Lesson Name
Vocabulary Acquisition and Use		
CC.1.3.9-10.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Improving Vocabulary with Word Parts and Context Clues Using Reference Resources
CC.1.3.9-10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Improving Vocabulary with Word Parts and Context Clues Using Reference Resources
Range of Reading		
CC.1.3.9-10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.	An Introduction to Shakespeare and <i>Romeo and Juliet</i> , Part 1 Character and Point of View in "The Most Dangerous Game," Part 1 Characterization, Theme, and Irony in "The Gift of the Magi" Characters and Conflict in <i>Romeo and Juliet</i> , Part 3 Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez Compare and Contrast: Myths and Cultures Comparing Accounts of Iqbal's Story Comparing Poetry: Poetic Devices Conflict Development in <i>Romeo and Juliet</i> , Part 6 Content and Style in Emily Dickinson's Poems Descriptive Language and Character: <i>Iqbal</i> Historical Context and Conflict in <i>Lizzie Bright and the Buckminster Boy</i> , Part 1 Imagery and Symbolism in "The Scarlet Ibis" Introduction to Individuality and Conformity: "Initiation" Introduction to Mystery and Suspense: "The Raven"

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.9-10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently. (Cont'd)	<p>Introduction to Mythology</p> <p>Literary Devices in <i>Romeo and Juliet</i> , Part 5</p> <p>Making Predictions and Visualizing with "The Most Dangerous Game," Part 2</p> <p>Mood and Narrative Techniques in "Lather and Nothing Else"</p> <p>Narration and Point of View in <i>Lizzie Bright and the Buckminster Boy</i> , Part 2</p> <p>Narrative Elements in "Pyramus and Thisbe," from Ovid's <i>Metamorphoses</i></p> <p>Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare</p> <p>Setting the Scene of <i>Romeo and Juliet</i> , Part 2</p> <p>Soliloquy and Figures of Speech in <i>Romeo and Juliet</i> , Part 4</p> <p>Suspense in "The Cruel Tribute"</p> <p>Suspense in <i>Romeo and Juliet</i> , Part 7</p> <p><i>The Odyssey</i> and Epic Poetry: An Introduction, Part 1</p> <p><i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2</p> <p><i>The Odyssey</i> : Conflict and Theme, Part 4</p> <p><i>The Odyssey</i> : Symbolism and Making Predictions, Part 5</p> <p><i>The Odyssey</i> : Theme Development, Part 6</p> <p>Themes and Resolution in <i>Romeo and Juliet</i> , Part 8</p> <p>Viewpoint in <i>I Know Why the Caged Bird Sings</i></p> <p>Word Choice and Extended Metaphor in a Poem by Maya Angelou</p>

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.9-10.	<p>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>Informative/Explanatory</p>	
CC.1.4.9-10.A.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p>	
		<p>Creating a Multimedia Presentation</p> <p>Researching and Writing about a Mythical Character</p> <p>Writing a Literary Analysis through the Lens of a Quotation</p> <p>Writing an Informative Essay about Making Sacrifices</p>
	<p>Informative/Explanatory: Focus</p>	
CC.1.4.9-10.B.	<p>Write with a sharp, distinct focus identifying topic, task, and audience.</p>	
		<p>Researching and Writing about a Mythical Character</p> <p>Writing a Literary Analysis through the Lens of a Quotation</p> <p>Writing an Informative Essay about Making Sacrifices</p>
	<p>Informative/Explanatory: Content</p>	
CC.1.4.9-10.C.	<p>Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>	
		<p>Creating a Multimedia Presentation</p> <p>Researching and Writing about a Mythical Character</p> <p>Writing a Literary Analysis through the Lens of a Quotation</p> <p>Writing an Informative Essay about Making Sacrifices</p>

Standard ID	Standard Text	Edgenuity Lesson Name
Informative/Explanatory: Organization		
CC.1.4.9-10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.	Researching and Writing about a Mythical Character Writing a Literary Analysis through the Lens of a Quotation Writing an Informative Essay about Making Sacrifices
Informative/Explanatory: Style		
CC.1.4.9-10.E.	Write with an awareness of the stylistic aspects of composition.	
CC.1.4.9-10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Researching and Writing about a Mythical Character Writing a Literary Analysis through the Lens of a Quotation Writing an Informative Essay about Making Sacrifices
CC.1.4.9-10.E.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	Researching and Writing about a Mythical Character Writing a Literary Analysis through the Lens of a Quotation Writing an Informative Essay about Making Sacrifices
Informative/Explanatory: Conventions of Language		
CC.1.4.9-10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Punctuating Restrictive and Nonrestrictive Elements Researching and Writing about a Mythical Character Writing a Literary Analysis through the Lens of a Quotation

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.9-10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <i>(Cont'd)</i>	Writing an Informative Essay about Making Sacrifices Writing Coherent Sentences
Opinion/Argumentative		
CC.1.4.9-10.G.	Write arguments to support claims in an analysis of substantive topics.	Writing an Argumentative Essay about Fire Prevention Writing an E-mail about an Important Issue
Opinion/Argumentative: Focus		
CC.1.4.9-10.H.	Write with a sharp, distinct focus identifying topic, task, and audience.	
CC.1.4.9-10.H.1.	Introduce the precise claim.	Writing an Argumentative Essay about Fire Prevention Writing an E-mail about an Important Issue
Opinion/Argumentative: Content		
CC.1.4.9-10.I.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Writing an Argumentative Essay about Fire Prevention
Opinion/Argumentative: Organization		
CC.1.4.9-10.J.	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	Writing an Argumentative Essay about Fire Prevention

Standard ID	Standard Text	Edgenuity Lesson Name
Opinion/Argumentative: Style		
CC.1.4.9-10.K.	Write with an awareness of the stylistic aspects of composition.	
CC.1.4.9-10.K.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
		Creating a Blog
		Writing an Argumentative Essay about Fire Prevention
		Writing an E-mail about an Important Issue
CC.1.4.9-10.K.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	
		Creating a Blog
		Writing an Argumentative Essay about Fire Prevention
		Writing an E-mail about an Important Issue
Opinion/Argumentative: Conventions of Language		
CC.1.4.9-10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
		Creating a Blog
		Writing an Argumentative Essay about Fire Prevention
		Writing an E-mail about an Important Issue
Narrative		
CC.1.4.9-10.M.	Write narratives to develop real or imagined experiences or events.	
		Writing a Narrative about Overcoming a Challenge
Narrative: Focus		
CC.1.4.9-10.N.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	
		Writing a Narrative about Overcoming a Challenge
Narrative: Content		
CC.1.4.9-10.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	
		Writing a Narrative about Overcoming a Challenge

Standard ID	Standard Text	Edgenuity Lesson Name
Narrative: Organization		
CC.1.4.9-10.P.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Writing a Narrative about Overcoming a Challenge
Narrative: Style		
CC.1.4.9-10.Q.	Write with an awareness of the stylistic aspects of writing.	Writing a Narrative about Overcoming a Challenge
CC.1.4.9-10.Q.1.	Use parallel structure.	Writing Coherent Sentences
CC.1.4.9-10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.	Compound and Complex Sentences Parts of Speech: Words and Basic Phrases Punctuating Restrictive and Nonrestrictive Elements Simple Sentences: Sentence Parts, Verb Tense, and Verb Voice Writing a Narrative about Overcoming a Challenge Writing Coherent Sentences
Narrative: Conventions of Language		
CC.1.4.9-10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Simple Sentences: Sentence Parts, Verb Tense, and Verb Voice Using Reference Resources Writing a Narrative about Overcoming a Challenge

Standard ID	Standard Text	Edgenuity Lesson Name
	Response to Literature	
CC.1.4.9-10.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	<p>An Introduction to Shakespeare and <i>Romeo and Juliet</i> , Part 1</p> <p>Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued)</p> <p>Author's Purpose and Viewpoint in <i>The Dark Game</i> , Part 3</p> <p>Characterization, Theme, and Irony in "The Gift of the Magi"</p> <p>Characters and Conflict in <i>Romeo and Juliet</i> , Part 3</p> <p>Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez</p> <p>Compare and Contrast: Myths and Cultures</p> <p>Comparing Accounts of Iqbal's Story</p> <p>Comparing Argumentative Text: <i>Silent Spring</i> and "Save the Redwoods"</p> <p>Comparing Poetry: Poetic Devices</p> <p>Conflict Development in <i>Romeo and Juliet</i> , Part 6</p> <p>Creating a Blog</p> <p>Creating a Storyboard for a Shakespeare Scene</p> <p>Historical Context and Conflict in <i>Lizzie Bright and the Buckminster Boy</i> , Part 1</p> <p>Introduction to Individuality and Conformity: "Initiation"</p> <p>Introduction to Mystery and Suspense: "The Raven"</p> <p>Introduction to Mythology</p> <p>Literary Devices in <i>Romeo and Juliet</i> , Part 5</p> <p>Making Predictions and Visualizing with "The Most Dangerous Game," Part 2</p> <p>Narration and Point of View in <i>Lizzie Bright and the Buckminster Boy</i> , Part 2</p>

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.9-10.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. <i>(Cont'd)</i>	Narrative Elements in "Pyramus and Thisbe," from Ovid's <i>Metamorphoses</i> Researching and Writing about a Mythical Character Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare Setting the Scene of <i>Romeo and Juliet</i> , Part 2 Soliloquy and Figures of Speech in <i>Romeo and Juliet</i> , Part 4 Structure and Narrative: Rosa Parks' Memoir, <i>My Story</i> Summarizing Central Ideas and Purpose: <i>The Hot Zone</i> Summarizing Central Ideas in <i>The Dark Game</i> , Part 1 Supporting Conclusions with Evidence in <i>The Dark Game</i> , Part 2 Suspense in "The Cruel Tribute" <i>The Odyssey</i> and Epic Poetry: An Introduction, Part 1 <i>The Odyssey</i> : Central Ideas and Character Motivation, Part 2 <i>The Odyssey</i> : Symbolism and Making Predictions, Part 5 <i>The Odyssey</i> : Theme Development, Part 6 <i>The Odyssey</i> : Writing a Character Analysis, Part 3 Themes and Resolution in <i>Romeo and Juliet</i> , Part 8 Word Choice and Extended Metaphor in a Poem by Maya Angelou

Standard ID	Standard Text	Edgenuity Lesson Name
Production and Distribution of Writing: Writing Process		
CC.1.4.9-10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Researching and Writing about a Mythical Character Writing a Literary Analysis through the Lens of a Quotation Writing a Narrative about Overcoming a Challenge Writing an Argumentative Essay about Fire Prevention Writing an Informative Essay about Making Sacrifices
Technology and Publication		
CC.1.4.9-10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued) Creating a Blog Creating a Multimedia Presentation Researching and Writing about a Mythical Character Writing a Literary Analysis through the Lens of a Quotation Writing a Narrative about Overcoming a Challenge Writing an Argumentative Essay about Fire Prevention Writing an Informative Essay about Making Sacrifices

Standard ID	Standard Text	Edgenuity Lesson Name
Conducting Research		
CC.1.4.9-10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Creating a Blog Researching and Writing about a Mythical Character
Credibility, Reliability, and Validity of Sources		
CC.1.4.9-10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Creating a Blog Researching and Writing about a Mythical Character Writing a Works Cited Page
Range of Writing		
CC.1.4.9-10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Creating a Blog Creating a Multimedia Presentation <i>The Odyssey</i> : Writing a Character Analysis, Part 3 Writing a Literary Analysis through the Lens of a Quotation Writing a Narrative about Overcoming a Challenge Writing an Argumentative Essay about Fire Prevention Writing an E-mail about an Important Issue Writing an Informative Essay about Making Sacrifices

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.5.9-10.	<p>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Comprehension and Collaboration: Collaborative Discussion</p>	
CC.1.5.9-10.A.	<p>Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Speaking and Listening: Effective Group Discussions</p>
	<p>Comprehension and Collaboration: Critical Listening</p>	
CC.1.5.9-10.B.	<p>Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Speaking and Listening: Effective Group Discussions</p>
	<p>Comprehension and Collaboration: Evaluating Information</p>	
CC.1.5.9-10.C.	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>Creating a Blog Speaking and Listening: Planning a Multimedia Presentation</p>
	<p>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</p>	
CC.1.5.9-10.D.	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p>	<p>Creating a Blog Creating a Multimedia Presentation Speaking and Listening: Planning a Multimedia Presentation</p>
	<p>Presentation of Knowledge and Ideas: Context</p>	
CC.1.5.9-10.E.	<p>Adapt speech to a variety of contexts and tasks.</p>	<p>Creating a Blog Creating a Multimedia Presentation Creating a Storyboard for a Shakespeare Scene Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare Speaking and Listening: Effective Group Discussions Speaking and Listening: Planning a Multimedia Presentation</p>

Standard ID	Standard Text	Edgenuity Lesson Name
Integration of Knowledge and Ideas: Multimedia		
CC.1.5.9-10.F.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	Creating a Blog Creating a Multimedia Presentation Creating a Storyboard for a Shakespeare Scene Speaking and Listening: Planning a Multimedia Presentation
Conventions of Standard English		
CC.1.5.9-10.G.	Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content.	Creating a Blog Creating a Multimedia Presentation Speaking and Listening: Effective Group Discussions

Unit	Lesson	Lesson Objectives
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Mythology

Introduction to Mythology

- Identify the features of a myth.
- Identify the purpose of a myth.
- Summarize a story using a basic plot: beginning, middle, and end.

Compare and Contrast: Myths and Cultures

- Compare and contrast two myths from different cultures.
- Identify the values shown in a myth.
- Make inferences about the lives of people from their stories.

Suspense in "The Cruel Tribute"

- Analyze how the sequence of events creates suspense.
- Observe mythical literature's influence on contemporary literature.
- Recognize how characters advance and develop the plot of a story.

Improving Vocabulary with Word Parts and Context Clues

- Determine word meaning based on word structure.
- Recognize Greek and Latin roots and affixes.
- Use context clues to understand word meanings.

Writing a Narrative about Overcoming a Challenge

- Develop the point of view in an essay through dialogue.
- Plan a narrative with a logical sequence of events.
- Revise writing to add description.
- Write a narrative essay about overcoming a challenge.

The Epic Hero's Quest

The Odyssey and Epic Poetry: An Introduction, Part 1

- Connect the poem to its historical context.
- Paraphrase to aid in comprehension.
- Recognize the elements of epic poetry.

The Odyssey : Central Ideas and Character Motivation, Part 2

- Examine character motivations.
- Interpret epic similes.
- Make inferences about characters.

Unit	Lesson	Lesson Objectives
		<p><i>The Odyssey : Writing a Character Analysis, Part 3</i></p> <ul style="list-style-type: none"> Form a conclusion about a character. Include direct quotations to support a conclusion. Use MLA in-text citations. <p><i>The Odyssey : Conflict and Theme, Part 4</i></p> <ul style="list-style-type: none"> Analyze the use of figurative language. Identify conflicts and themes. Make connections between conflict and theme. <p><i>The Odyssey : Symbolism and Making Predictions, Part 5</i></p> <ul style="list-style-type: none"> Connect literature to its societal context. Interpret symbols. Use prior knowledge to make predictions. <p><i>The Odyssey : Theme Development, Part 6</i></p> <ul style="list-style-type: none"> Compare characters to understand how they change. Organize the events of a character's quest. Summarize themes of a text. <p>Using Reference Resources</p> <ul style="list-style-type: none"> Choose the correct homophone for a given context. Identify synonyms and antonyms using a thesaurus. Use a dictionary to define and use vocabulary precisely. <p>Researching and Writing about a Mythical Character</p> <ul style="list-style-type: none"> Develop a topic using evidence from research. Incorporate external research effectively. Revise essay to include formal tone and style. Write a research-based informative essay.
Individuality and Conformity		
		<p>Introduction to Individuality and Conformity: "Initiation"</p> <ul style="list-style-type: none"> Analyze characterization in a short story. Examine elements of plot structure in order to interpret an implied resolution. Interpret different types of conflict in a story. <p>Imagery and Symbolism in "The Scarlet Ibis"</p> <ul style="list-style-type: none"> Analyze the effect of imagery. Identify examples of foreshadowing and its purpose. Identify the literal and symbolic meaning of symbols in a text.

Unit	Lesson	Lesson Objectives
Characters, Conflict, and Idioms in "Daughter of Invention" by Julia Alvarez		
Analyze characters based on interactions and conflict.		
Examine the role of language in literature.		
Use context to interpret idioms.		
Word Choice and Extended Metaphor in a Poem by Maya Angelou		
Analyze the tone of a poem.		
Interpret the use of extended metaphor.		
Interpret the use of literal, figurative, and connotative meaning in poetry.		
Viewpoint in <i>I Know Why the Caged Bird Sings</i>		
Analyze an author's purpose and viewpoint based on details about people.		
Make connections between a poem and an autobiographical text.		
Make inferences about people based on their thoughts, words or actions.		
Parts of Speech: Words and Basic Phrases		
Distinguish between and manipulate parts of speech.		
Identify phrases that work as parts of speech.		
Use prepositions correctly in phrases and with verbs.		
Simple Sentences: Sentence Parts, Verb Tense, and Verb Voice		
Distinguish between active and passive voice.		
Identify the parts of simple sentences.		
Recognize when to use past, present, and future verb tenses.		
Creating a Blog		
Create a blog using multimedia tools.		
Develop a claim using evidence from research.		
Evaluate the effectiveness of multimedia to enhance an argument.		
Explore the purposes for blogging.		
Nature and the Environment; Making a Difference		
Comparing Poetry: Poetic Devices		
Analyze how a poet creates mood.		
Compare and contrast the use of sound devices in poetry.		
Examine poetic structure.		
Summarizing Central Ideas and Purpose: <i>The Hot Zone</i>		
Define and understand the purpose of technical language in an informational text.		
Recognize the author's purpose in an informational text.		
Summarize the central idea of an informational text.		

Unit	Lesson	Lesson Objectives
		<p>Comparing Argumentative Texts: <i>Silent Spring</i> and "Save the Redwoods"</p> <ul style="list-style-type: none"> Analyze the impact of word choice on tone and purpose. Analyze the structure of an argument. Compare and contrast arguments. <p>Introduction to Making a Difference: <i>It's Our World, Too!</i></p> <ul style="list-style-type: none"> Analyze how individuals are affected and shaped by conflict. Determine the author's purpose in a text. Identify how an author develops conflict in a real-life story. <p>Descriptive Language and Character: <i>Iqbal</i></p> <ul style="list-style-type: none"> Analyze an author's use of indirect character development. Analyze how an author transforms story elements from source material. Draw conclusions about setting based on descriptive language. <p>Comparing Accounts of <i>Iqbal's</i> Story</p> <ul style="list-style-type: none"> Analyze the method used to achieve a purpose. Compare different methods of and purposes for presenting events. Identify the purpose for relating events in different forms. <p>Writing an E-mail about an Important Issue</p> <ul style="list-style-type: none"> Determine the audience, purpose, and tone for formal letter writing. Organize an argument to communicate a viewpoint. Structure a letter using conventions of formal letter writing. <p>Speaking and Listening: Effective Group Discussions</p> <ul style="list-style-type: none"> Demonstrate the ability to listen and respond to information in a discussion. Recognize and apply techniques for effectively presenting during a group discussion. Use strategies to prepare for a group discussion. <p>Writing an Argumentative Essay about Fire Prevention</p> <ul style="list-style-type: none"> Make connections between ideas and evidence. Revise an essay to include transitions. Use evidence to support a claim and address a counterclaim. Write an argumentative essay.

Unit	Lesson	Lesson Objectives
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Caring

Characterization, Theme, and Irony in "The Gift of the Magi"

- Analyze the use of irony in a story.
- Determine a story's theme.
- Use text evidence to make inferences about characters.

Content and Style in Emily Dickinson's Poems

- Analyze how a poem reflects an author's style.
- Examine how the denotation and connotation of words affect tone and mood.
- Interpret the use of figurative language in poetry.

Rhyme Scheme and Rhythm in a Sonnet by William Shakespeare

- Analyze the rhyme scheme of a sonnet.
- Explore the history and structure of a Shakespearean sonnet.
- Identify the meter of a sonnet.

Narrative Elements in "Pyramus and Thisbe", from Ovid's *Metamorphoses*

- Analyze how an author creates tension through pacing and order of events.
- Determine how one text is influenced by another.
- Identify the characteristics of narrative poetry.

Compound and Complex Sentences

- Correctly punctuate compound and complex sentences.
- Distinguish between independent and dependent clauses.
- Identify the parts of compound and complex sentences.

Writing an Informative Essay about Making Sacrifices

- Effectively organize an essay into cohesive segments.
- Revise writing to include transitions and sharpen focus.
- Use prior knowledge when organizing ideas.
- Write an informative essay about making sacrifices.

Tragedy and Drama

An Introduction to Shakespeare and *Romeo and Juliet*, Part 1

- Draw conclusions about the purpose of a prologue.
- Identify the characters, conflict, and setting of a play.
- Paraphrase a text to understand its meaning.

Unit	Lesson	Lesson Objectives
		<p>Setting the Scene of <i>Romeo and Juliet</i>, Part 2</p> <ul style="list-style-type: none"> Identify cause-and-effect relationships. Make inferences about characters based on dialogue. Monitor comprehension through paraphrasing and rereading. <p>Characters and Conflict in <i>Romeo and Juliet</i>, Part 3</p> <ul style="list-style-type: none"> Analyze Shakespeare's use of structure to develop characters. Cite evidence that supports analysis of characters. Draw conclusions about a character based on dialogue. <p>Soliloquy and Figures of Speech in <i>Romeo and Juliet</i>, Part 4</p> <ul style="list-style-type: none"> Draw conclusions about mood in a play. Evaluate the effect of figures of speech (including puns). Examine the use and purpose of soliloquy in a drama. <p>Literary Devices in <i>Romeo and Juliet</i>, Part 5</p> <ul style="list-style-type: none"> Explore the purpose of oxymoron and paradox as literary devices. Make inferences about what motivates a character. Recognize and analyze instances of foreshadowing. <p>Conflict Development in <i>Romeo and Juliet</i>, Part 6</p> <ul style="list-style-type: none"> Analyze characters' responses to conflict. Determine the effects of complications on the central conflict. Relate Shakespeare's motifs of light and dark to the mood of the play. <p>Suspense in <i>Romeo and Juliet</i>, Part 7</p> <ul style="list-style-type: none"> Analyze dramatic irony. Analyze the use of humor in a tragedy. Classify characters as their respective types (protagonist and antagonist). <p>Themes and Resolution in <i>Romeo and Juliet</i>, Part 8</p> <ul style="list-style-type: none"> Analyze how theme is developed through conflict resolution. Determine the cause of the catastrophe using evidence from the text. Identify the tragic elements of the play. <p>Punctuating Restrictive and Nonrestrictive Elements</p> <ul style="list-style-type: none"> Correctly punctuate restrictive and nonrestrictive phrases and clauses. Differentiate between restrictive and nonrestrictive phrases (appositives) and clauses. Use commas correctly.

Unit	Lesson	Lesson Objectives
<p>Creating a Storyboard for a Shakespeare Scene</p> <ul style="list-style-type: none"> Adapt a speech for a specific audience. Analyze the effect of word choice on tone. Evaluate the impact of adaptations made to a source text. Examine meaning and figurative language. 		
<p>Espionage and Intrigue; Mystery and Suspense</p>		
<p>Summarizing Central Ideas in <i>The Dark Game</i>, Part 1</p> <ul style="list-style-type: none"> Analyze how an idea is developed over the course of a text. Identify central ideas in an informational text. Summarize ideas in an informational text. 		
<p>Supporting Conclusions with Evidence in <i>The Dark Game</i>, Part 2</p> <ul style="list-style-type: none"> Analyze how an author structures ideas to enhance meaning. Cite textual evidence to support inferences. Make inferences about the meaning of a text. 		
<p>Author's Purpose and Viewpoint in <i>The Dark Game</i>, Part 3</p> <ul style="list-style-type: none"> Analyze the impact of word choice on tone. Determine the author's purpose and viewpoint. Recognize the controlling idea in an informational text. 		
<p>Introduction to Mystery and Suspense: "The Raven"</p> <ul style="list-style-type: none"> Analyze the creation of suspense. Analyze the impact of word choice and sound devices on mood. Identify imagery in a poem. 		
<p>Character and Point of View in "The Most Dangerous Game," Part 1</p> <ul style="list-style-type: none"> Analyze how dialogue reveals character. Draw conclusions about a character based on narrative point of view. Examine the role of a character foil. 		
<p>Making Predictions and Visualizing with "The Most Dangerous Game," Part 2</p> <ul style="list-style-type: none"> Compare interpretations of the same story in different media. Make and revise predictions. Visualize details of a story from descriptive language. 		
<p>Mood and Narrative Techniques in "Lather and Nothing Else"</p> <ul style="list-style-type: none"> Analyze a protagonist's internal conflict. Analyze how the pace of narration can create suspense. Evaluate how word choice sets the scene and creates mood. 		

Unit	Lesson	Lesson Objectives
		<p>Writing a Literary Analysis through the Lens of a Quotation</p> <ul style="list-style-type: none"> Choose evidence to support an interpretation. Revise writing to include transitions and expand on ideas. Use appropriate and relevant terminology when discussing a work of literature. Write a literary analysis that draws evidence from a work of literature.
		<p>Fighting for Equality</p> <p>Historical Context and Conflict in <i>Lizzie Bright and the Buckminster Boy</i>, Part 1</p> <ul style="list-style-type: none"> Analyze the author's development of conflict. Make connections between characters and conflict. Make connections between the conflicts, setting, and historical context. <p>Narration and Point of View in <i>Lizzie Bright and the Buckminster Boy</i>, Part 2</p> <ul style="list-style-type: none"> Analyze the narrative point of view. Draw conclusions about characters. Evaluate the effect of a narrative that focuses on a child's perspective. <p>Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech</p> <ul style="list-style-type: none"> Analyze an author's use of repetition. Analyze the impact of allusion and metaphor. Connect word connotation to author's purpose. <p>Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech (Continued)</p> <ul style="list-style-type: none"> Assess the effectiveness of rhetorical techniques. Develop an analysis by using examples from a text. Use objective language to analyze an argument. <p>Structure and Narrative: Rosa Parks' Memoir, <i>My Story</i></p> <ul style="list-style-type: none"> Analyze how narration affects storytelling. Compare and contrast a memoir and a poem about the same event. Identify text structures, including causes and effects and chronology. <p>Writing Coherent Sentences</p> <ul style="list-style-type: none"> Apply rules for agreement and parallelism of grammatical structures. Choose words and phrases for effect and purpose. Vary sentence structure.

Unit	Lesson	Lesson Objectives
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Unity and Division

Tracing the Central Idea in "A Quilt of a Country"

- Analyze how context affects the meaning of a text.
- Differentiate between connotation and denotation.
- Trace the central idea in an op-ed.

Rhetoric in Reagan's Address at Moscow State University

- Analyze the effect of different rhetorical devices.
- Differentiate between facts, substantiated opinions, and unsubstantiated opinions.
- Identify the different purposes a speech has for different audiences.

Writing a Works Cited Page

- Create a works cited page.
- Format MLA citations for a variety of sources correctly.
- Understand the purpose of a works cited page.

Speaking and Listening: Planning a Multimedia Presentation

- Convey ideas clearly and effectively.
- Plan a presentation that is appropriate for the topic, audience, and purpose.
- Use multimedia to present ideas in an engaging and persuasive way.

Creating a Multimedia Presentation

- Choose text and multimedia elements that support the topic in a multimedia presentation.
- Conduct research and evaluate sources to support a topic.
- Organize information collected during research to present logical support for a topic.
- Plan an oral presentation to accompany a multimedia presentation.

English Language Arts 10 IC

Course Overview and Syllabus

Course Number: ELA3010

Grade level: 10

Prerequisite Courses: ELA9

Credits: 1.0

Course Description

This sophomore-year English course invites students to explore a diverse selection of world literature organized into thematic units. While critically reading fiction, poetry, drama, and expository nonfiction, students learn essential reading comprehension strategies and engage in literary analysis and evaluation of both classic and contemporary works. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their listening and speaking skills and produce clear, coherent writing. Throughout the course, students read a range of classic and contemporary literary texts including Henrik Ibsen's *A Doll's House*, George Orwell's *Animal Farm*, and Marjane Satrapi's *Persepolis*. In addition to reading a wide range of literary texts, students read and analyze complex informational and argumentative texts including Sonia Sotomayor's "A Latina Judge's Voice," Niccolò Machiavelli's *The Prince*, and the contemporary informational text *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*.

Course Objectives

Throughout the course, you will meet the following goals:

- Demonstrate knowledge of foundational and contemporary works of literature.
- Analyze seminal works of literary nonfiction and evaluate their structure and reasoning.
- Analyze the impact of an author's choices regarding how to develop and relate elements of a text.
- Demonstrate increasing sophistication in the routine and process of writing.
- Evaluate an argument and identify rhetorical techniques.
- Learn to use Standard English from a variety of grammar lessons.

Student Expectations

This course requires the same level of commitment from you as a traditional classroom course. Students are expected to spend approximately five to seven hours per week online on the following:

- Interactive lessons that include a mixture of instructional videos and tasks
- Assignments in which you apply and extend learning in each lesson
- Assessments, including quizzes, tests, and cumulative exams

Communication

Your teacher will communicate with you regularly through discussions, email, chat, and system announcements. You will also communicate with classmates, via online tools or face-to-face, as you collaborate on projects, ask and answer questions in your peer group, and develop your speaking and listening skills.

Grading Policy

You will be graded on the work you do online and the work you submit electronically to your teacher. The weighting for each category of graded activity is listed below:

Grading Category	Weight
Assignments	10%
Essays	15%
Lesson Quizzes	20%
Unit Tests	30%
Cumulative Exams	20%
Projects	5%

Scope and Sequence

When you log into Edgenuity, you can view the entire course map—an interactive scope and sequence of all topics you will study. The units of study are listed below:

Unit 1: Stories from around the World

Unit 2: Life-Changing Journeys

Unit 3: *Sugar Changed the World*

Unit 4: The Power of Humor

Unit 5: *Animal Farm*

Unit 6: The Art of Argument

Unit 7: The Human Experience

Unit 8: The Language of Leaders

Unit 9: *The Tragedy of Julius Cesar*

Unit 10: Globalization and the Future

Standard ID	Standard Text	Edgenuity Lesson Name
CC.9-10.	English Language Arts, Grades 9-10	
CC.1.2.9-10.	Reading Informational Text: Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details: Main Idea	
CC.1.2.9-10.A.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Analyzing an Autobiographical Essay Analyzing Idea Development in an Essay Analyzing Ideas, Structure, and Purpose in Machiavelli's <i>The Prince</i> Analyzing Satire in Editorial Cartoons Recognizing Rhetorical Techniques in a Speech <i>Sugar Changed the World</i> , Part 2: Central Ideas
	Key Ideas and Details: Text Analysis	
CC.1.2.9-10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	Analyzing a Seminal US Document Analyzing and Evaluating Arguments Analyzing Idea Development in an Essay Analyzing Satire in Editorial Cartoons <i>Sugar Changed the World</i> , Part 1: Author's Purpose <i>Sugar Changed the World</i> , Part 2: Central Ideas <i>Sugar Changed the World</i> , Part 3: Word Choice and Multimedia <i>Sugar Changed the World</i> , Part 4: Building Claims <i>Sugar Changed the World</i> , Part 5: Developing and Refining Ideas
CC.1.2.9-10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Analyzing Idea Development in an Essay Analyzing Satire in Editorial Cartoons

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.2.9-10.C.	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <i>(Cont'd)</i>	Comparing Ideas across Genres Evaluating the Power of Mass Media and Social Media <i>Sugar Changed the World , Part 1: Author's Purpose</i> <i>Sugar Changed the World , Part 2: Central Ideas</i> <i>Sugar Changed the World , Part 3: Word Choice and Multimedia</i> <i>Sugar Changed the World , Part 4: Building Claims</i> <i>Sugar Changed the World , Part 5: Developing and Refining Ideas</i>
Craft and Structure: Point of View		
CC.1.2.9-10.D.	Determine an author's particular point of view and analyze how rhetoric advances the point of view.	Analyzing a Memoir Analyzing Author's Purpose and Perspective in a Travelogue Analyzing Idea Development in an Essay Analyzing Rhetorical Strategies in Presidential Speeches Analyzing Rhetorical Techniques in Machiavelli's <i>The Prince</i> Analyzing Satire in Editorial Cartoons Comparing Arguments from Diverse Perspectives Comparing Ideas across Genres Comparing Ideas in Speeches Comparing Themes in Literature Evaluating Propaganda Techniques Evaluating the Power of Mass Media and Social Media Recognizing Rhetorical Techniques in a Speech

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.2.9-10.D.	Determine an author's particular point of view and analyze how rhetoric advances the point of view. <i>(Cont'd)</i>	<p><i>Sugar Changed the World</i> , Part 1: Author's Purpose</p> <p><i>Sugar Changed the World</i> , Part 2: Central Ideas</p>
Craft and Structure: Text Structure		
CC.1.2.9-10.E.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<p>Analyzing Ideas, Structure, and Purpose in Machiavelli's <i>The Prince</i></p> <p>Analyzing Rhetorical Strategies in Presidential Speeches</p> <p>Analyzing Rhetorical Techniques in Machiavelli's <i>The Prince</i></p> <p>Comparing Arguments from Diverse Perspectives</p> <p>Comparing Ideas in Speeches</p> <p>Comparing Themes in Literature</p> <p>Evaluating an Argument</p> <p>Evaluating Propaganda Techniques</p> <p>Evaluating the Power of Mass Media and Social Media</p> <p>Recognizing Rhetorical Techniques in a Speech</p> <p><i>Sugar Changed the World</i> , Part 1: Author's Purpose</p> <p><i>Sugar Changed the World</i> , Part 3: Word Choice and Multimedia</p> <p><i>Sugar Changed the World</i> , Part 4: Building Claims</p> <p><i>Sugar Changed the World</i> , Part 5: Developing and Refining Ideas</p>
Craft and Structure: Vocabulary		
CC.1.2.9-10.F.	Analyze how words and phrases shape meaning and tone in texts.	<p>Analyzing a Memoir</p> <p>Analyzing Author's Purpose and Perspective in a Travelogue</p> <p>Analyzing Satire in Editorial Cartoons</p> <p>Comparing Arguments from Diverse Perspectives</p>

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.2.9-10.F.	Analyze how words and phrases shape meaning and tone in texts. (<i>Cont'd</i>)	Comparing Genres: Biography and Editorial Comparing Ideas in Speeches Comparing Themes in Literature Evaluating Propaganda Techniques Recognizing Rhetorical Techniques in a Speech <i>Sugar Changed the World</i> , Part 3: Word Choice and Multimedia
Integration of Knowledge and Ideas: Diverse Media		
CC.1.2.9-10.G.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Analyzing an Autobiographical Essay Comparing Genres: Biography and Editorial Comparing Ideas across Genres Comparing Themes in Literature Evaluating News Reporting Evaluating Propaganda Techniques
Integration of Knowledge and Ideas: Evaluating Arguments		
CC.1.2.9-10.H.	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	Analyzing a Seminal US Document Analyzing and Evaluating Arguments Analyzing Ideas, Structure, and Purpose in Machiavelli's <i>The Prince</i> Analyzing Rhetorical Strategies in Presidential Speeches Analyzing Rhetorical Techniques in Machiavelli's <i>The Prince</i> Comparing Arguments from Diverse Perspectives Comparing Ideas in Speeches Evaluating an Argument Evaluating the Power of Mass Media and Social Media

Standard ID	Standard Text	Edgenuity Lesson Name
Integration of Knowledge and Ideas: Analysis Across Texts		
CC.1.2.9-10.I.	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	Analyzing a Seminal US Document Analyzing Rhetorical Strategies in Presidential Speeches Comparing Arguments from Diverse Perspectives
Vocabulary Acquisition and Use		
CC.1.2.9-10.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Analyzing a Memoir Analyzing Author's Purpose and Perspective in a Travelogue Analyzing Rhetorical Strategies in Presidential Speeches Comparing Arguments from Diverse Perspectives Comparing Genres: Biography and Editorial Determine Meaning: Words and Phrases Evaluating an Argument Expanding Vocabulary: Word Parts and Reference Resources Recognizing Rhetorical Techniques in a Speech <i>Sugar Changed the World</i> , Part 3: Word Choice and Multimedia
CC.1.2.9-10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Analyzing a Memoir Analyzing Author's Purpose and Perspective in a Travelogue Analyzing Rhetorical Strategies in Presidential Speeches Comparing Arguments from Diverse Perspectives Comparing Genres: Biography and Editorial Determine Meaning: Words and Phrases

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.2.9-10.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. <i>(Cont'd)</i>	Evaluating an Argument Expanding Vocabulary: Word Parts and Reference Resources Recognizing Rhetorical Techniques in a Speech <i>Sugar Changed the World , Part 3: Word Choice and Multimedia</i>
Range of Reading		
CC.1.2.9-10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Analyzing a Memoir Analyzing a Seminal US Document Analyzing an Autobiographical Essay Analyzing and Evaluating Arguments Analyzing Author's Purpose and Perspective in a Travelogue Analyzing Idea Development in an Essay Analyzing Ideas, Structure, and Purpose in Machiavelli's <i>The Prince</i> Analyzing Rhetorical Strategies in Presidential Speeches Analyzing Rhetorical Techniques in Machiavelli's <i>The Prince</i> Analyzing Satire in Editorial Cartoons Comparing Arguments from Diverse Perspectives Comparing Genres: Biography and Editorial Comparing Ideas across Genres Comparing Ideas in Speeches Comparing Themes in Literature Evaluating an Argument Evaluating News Reporting Evaluating Propaganda Techniques Evaluating the Power of Mass Media and Social Media Recognizing Rhetorical Techniques in a Speech

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.2.9-10.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. <i>(Cont'd)</i>	<i>Sugar Changed the World</i> , Part 1: Author's Purpose <i>Sugar Changed the World</i> , Part 2: Central Ideas <i>Sugar Changed the World</i> , Part 3: Word Choice and Multimedia <i>Sugar Changed the World</i> , Part 4: Building Claims <i>Sugar Changed the World</i> , Part 5: Developing and Refining Ideas Writing an Argumentative Essay about the Nobel Prize in Literature
CC.1.3.9-10.	Reading Literature Students read and respond to works of literature - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details: Theme	<i>A Doll's House</i> , Part 3: Theme and Society Analyzing Character, Theme, and Plot in Short Stories Analyzing Satire in Fiction <i>Animal Farm</i> , Part 3: Central Idea Development <i>Animal Farm</i> , Part 7: Rhetoric <i>Animal Farm</i> , Part 8: Satire and Irony Comparing Archetypes in Literature Comparing Themes in Literature <i>The Tragedy of Julius Caesar</i> , Part 7: Thematic Development
CC.1.3.9-10.A.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
CC.1.3.9-10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	<i>A Doll's House</i> , Part 2: Suspense and Irony <i>A Doll's House</i> , Part 3: Theme and Society

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.9-10.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. <i>(Cont'd)</i>	Analyzing Character, Theme, and Plot in Short Stories Analyzing Satire in Fiction Analyzing Word Choice and Author's Purpose in Short Stories <i>Animal Farm</i> , Part 1: Satire <i>Animal Farm</i> , Part 3: Central Idea Development <i>Animal Farm</i> , Part 6: Author's Purpose <i>Animal Farm</i> , Part 7: Rhetoric <i>Animal Farm</i> , Part 8: Satire and Irony Character and Culture in Literature Comparing Themes in Literature <i>The Tragedy of Julius Caesar</i> , Part 7: Thematic Development
Key Ideas and Details: Literary Elements		
CC.1.3.9-10.C.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<i>A Doll's House</i> , Part 1: Dramatic Elements and Characterization Analyzing Character, Theme, and Plot in Short Stories Analyzing Satire in Fiction <i>Animal Farm</i> , Part 1: Satire <i>Animal Farm</i> , Part 2: Allegory <i>Animal Farm</i> , Part 5: Motivation and Values <i>Animal Farm</i> , Part 6: Author's Purpose Character and Culture in Literature Comparing Archetypes in Literature <i>The Tragedy of Julius Caesar</i> , Part 4: Monologues <i>The Tragedy of Julius Caesar</i> , Part 5: Developing Central Ideas <i>The Tragedy of Julius Caesar</i> , Part 7: Thematic Development

Standard ID	Standard Text	Edgenuity Lesson Name
Craft and Structure: Point of View		
CC.1.3.9-10.D.	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.	<p><i>A Doll's House</i> , Part 1: Dramatic Elements and Characterization</p> <p><i>Animal Farm</i> , Part 1: Satire</p> <p><i>Animal Farm</i> , Part 2: Allegory</p> <p><i>Animal Farm</i> , Part 3: Central Idea Development</p> <p><i>Animal Farm</i> , Part 4: Conflict</p> <p><i>Animal Farm</i> , Part 6: Author's Purpose</p> <p><i>Animal Farm</i> , Part 7: Rhetoric</p> <p>Comparing Ideas across Genres</p> <p>Comparing Themes in Literature</p> <p><i>The Tragedy of Julius Caesar</i> , Part 2: Causal Relationships</p> <p><i>The Tragedy of Julius Caesar</i> , Part 3: Drawing Conclusions</p> <p><i>The Tragedy of Julius Caesar</i> , Part 4: Monologues</p> <p><i>The Tragedy of Julius Caesar</i> , Part 5: Developing Central Ideas</p> <p><i>The Tragedy of Julius Caesar</i> , Part 6: Word Choice and Motif</p>
Craft and Structure: Text Structure		
CC.1.3.9-10.E.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.	<p><i>A Doll's House</i> , Part 1: Dramatic Elements and Characterization</p> <p><i>A Doll's House</i> , Part 2: Suspense and Irony</p> <p><i>A Doll's House</i> , Part 3: Theme and Society</p> <p>Analyzing Character, Theme, and Plot in Short Stories</p> <p>Analyzing Different Interpretations of a Sonnet</p> <p><i>Animal Farm</i> , Part 1: Satire</p> <p><i>Animal Farm</i> , Part 2: Allegory</p> <p><i>Animal Farm</i> , Part 4: Conflict</p> <p><i>Animal Farm</i> , Part 5: Motivation and Values</p>

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.9-10.E.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. <i>(Cont'd)</i>	<i>Animal Farm</i> , Part 7: Rhetoric <i>Animal Farm</i> , Part 8: Satire and Irony Comparing Ideas across Genres Comparing Poetry and Art <i>The Tragedy of Julius Caesar</i> , Part 1: Applying Reading Strategies <i>The Tragedy of Julius Caesar</i> , Part 2: Causal Relationships <i>The Tragedy of Julius Caesar</i> , Part 3: Drawing Conclusions <i>The Tragedy of Julius Caesar</i> , Part 4: Monologues <i>The Tragedy of Julius Caesar</i> , Part 5: Developing Central Ideas <i>The Tragedy of Julius Caesar</i> , Part 6: Word Choice and Motif
Craft and Structure: Vocabulary		
CC.1.3.9-10.F.	Analyze how words and phrases shape meaning and tone in texts.	<i>A Doll's House</i> , Part 2: Suspense and Irony <i>A Doll's House</i> , Part 3: Theme and Society Analyzing Different Interpretations of a Sonnet Analyzing Satire in Fiction Analyzing Word Choice and Author's Purpose in Short Stories <i>Animal Farm</i> , Part 1: Satire <i>Animal Farm</i> , Part 2: Allegory <i>Animal Farm</i> , Part 4: Conflict <i>Animal Farm</i> , Part 7: Rhetoric <i>Animal Farm</i> , Part 8: Satire and Irony Comparing Poetry and Art <i>The Tragedy of Julius Caesar</i> , Part 1: Applying Reading Strategies <i>The Tragedy of Julius Caesar</i> , Part 2: Causal Relationships

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.9-10.F.	Analyze how words and phrases shape meaning and tone in texts. (Cont'd)	<i>The Tragedy of Julius Caesar</i> , Part 3: Drawing Conclusions <i>The Tragedy of Julius Caesar</i> , Part 4: Monologues <i>The Tragedy of Julius Caesar</i> , Part 5: Developing Central Ideas <i>The Tragedy of Julius Caesar</i> , Part 6: Word Choice and Motif
Integration of Knowledge and Ideas: Sources of Information		
CC.1.3.9-10.G.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	Comparing Ideas across Genres Comparing Poetry and Art Comparing Themes in Literature
Integration of Knowledge and Ideas		
CC.1.3.9-10.H.	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.	<i>Animal Farm</i> , Part 2: Allegory <i>Animal Farm</i> , Part 4: Conflict <i>The Tragedy of Julius Caesar</i> , Part 5: Developing Central Ideas
Vocabulary Acquisition and Use		
CC.1.3.9-10.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Analyzing Different Interpretations of a Sonnet Analyzing Satire in Fiction Analyzing Word Choice and Author's Purpose in Short Stories <i>Animal Farm</i> , Part 1: Satire <i>Animal Farm</i> , Part 2: Allegory <i>Animal Farm</i> , Part 4: Conflict <i>Animal Farm</i> , Part 6: Author's Purpose <i>Animal Farm</i> , Part 8: Satire and Irony Comparing Poetry and Art Comparing Themes in Literature Determine Meaning: Words and Phrases

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.9-10.I. <i>(Cont'd)</i>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Expanding Vocabulary: Word Parts and Reference Resources <i>The Tragedy of Julius Caesar</i> , Part 2: Causal Relationships <i>The Tragedy of Julius Caesar</i> , Part 3: Drawing Conclusions <i>The Tragedy of Julius Caesar</i> , Part 6: Word Choice and Motif
CC.1.3.9-10.J.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Analyzing Different Interpretations of a Sonnet Analyzing Satire in Fiction Analyzing Word Choice and Author's Purpose in Short Stories <i>Animal Farm</i> , Part 1: Satire <i>Animal Farm</i> , Part 2: Allegory <i>Animal Farm</i> , Part 4: Conflict <i>Animal Farm</i> , Part 6: Author's Purpose <i>Animal Farm</i> , Part 8: Satire and Irony Comparing Poetry and Art Comparing Themes in Literature Determine Meaning: Words and Phrases Expanding Vocabulary: Word Parts and Reference Resources <i>The Tragedy of Julius Caesar</i> , Part 2: Causal Relationships <i>The Tragedy of Julius Caesar</i> , Part 3: Drawing Conclusions <i>The Tragedy of Julius Caesar</i> , Part 6: Word Choice and Motif

Standard ID	Standard Text	Edgenuity Lesson Name
	Range of Reading	
CC.1.3.9-10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.	<p><i>A Doll's House</i> , Part 1: Dramatic Elements and Characterization</p> <p><i>A Doll's House</i> , Part 2: Suspense and Irony</p> <p><i>A Doll's House</i> , Part 3: Theme and Society</p> <p>Analyzing Character, Theme, and Plot in Short Stories</p> <p>Analyzing Different Interpretations of a Sonnet</p> <p>Analyzing Satire in Fiction</p> <p>Analyzing Word Choice and Author's Purpose in Short Stories</p> <p><i>Animal Farm</i> , Part 1: Satire</p> <p><i>Animal Farm</i> , Part 2: Allegory</p> <p><i>Animal Farm</i> , Part 3: Central Idea Development</p> <p><i>Animal Farm</i> , Part 4: Conflict</p> <p><i>Animal Farm</i> , Part 5: Motivation and Values</p> <p><i>Animal Farm</i> , Part 6: Author's Purpose</p> <p><i>Animal Farm</i> , Part 7: Rhetoric</p> <p><i>Animal Farm</i> , Part 8: Satire and Irony</p> <p>Character and Culture in Literature</p> <p>Comparing Archetypes in Literature</p> <p>Comparing Ideas across Genres</p> <p>Comparing Poetry and Art</p> <p>Comparing Themes in Literature</p> <p><i>The Tragedy of Julius Caesar</i> , Part 1: Applying Reading Strategies</p> <p><i>The Tragedy of Julius Caesar</i> , Part 2: Causal Relationships</p> <p><i>The Tragedy of Julius Caesar</i> , Part 3: Drawing Conclusions</p> <p><i>The Tragedy of Julius Caesar</i> , Part 4: Monologues</p> <p><i>The Tragedy of Julius Caesar</i> , Part 5: Developing Central Ideas</p>

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.9-10.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently. (Cont'd)	<i>The Tragedy of Julius Caesar</i> , Part 6: Word Choice and Motif <i>The Tragedy of Julius Caesar</i> , Part 7: Thematic Development
CC.1.4.9-10.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory	
CC.1.4.9-10.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	Evaluating Propaganda Techniques Writing an Essay to Compare the Presentation of Ideas across Genres
	Informative/Explanatory: Focus	
CC.1.4.9-10.B.	Write with a sharp, distinct focus identifying topic, task, and audience.	Evaluating Propaganda Techniques Writing an Essay to Compare the Presentation of Ideas across Genres
	Informative/Explanatory: Content	
CC.1.4.9-10.C.	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	Evaluating an Argument Writing an Essay to Compare the Presentation of Ideas across Genres
	Informative/Explanatory: Organization	
CC.1.4.9-10.D.	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.	Writing an Essay to Compare the Presentation of Ideas across Genres

Standard ID	Standard Text	Edgenuity Lesson Name
Informative/Explanatory: Style		
CC.1.4.9-10.E.	Write with an awareness of the stylistic aspects of composition.	
CC.1.4.9-10.E.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Evaluating an Argument Writing an Essay to Compare the Presentation of Ideas across Genres
CC.1.4.9-10.E.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	Writing an Essay to Compare the Presentation of Ideas across Genres
Informative/Explanatory: Conventions of Language		
CC.1.4.9-10.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Evaluating Propaganda Techniques Writing an Essay to Compare the Presentation of Ideas across Genres
Opinion/Argumentative		
CC.1.4.9-10.G.	Write arguments to support claims in an analysis of substantive topics.	Writing a Research-Based Argumentative Essay about a Debatable Topic Writing an Argumentative Essay about the Nobel Prize in Literature
Opinion/Argumentative: Focus		
CC.1.4.9-10.H.	Write with a sharp, distinct focus identifying topic, task, and audience.	Enhancing a Presentation with Multimedia Evaluating Propaganda Techniques Writing a Research-Based Argumentative Essay about a Debatable Topic Writing an Argumentative Essay about the Nobel Prize in Literature
CC.1.4.9-10.H.1.	Introduce the precise claim.	

Standard ID	Standard Text	Edgenuity Lesson Name
Opinion/Argumentative: Content		
CC.1.4.9-10.I.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Enhancing a Presentation with Multimedia Evaluating Propaganda Techniques Writing a Research-Based Argumentative Essay about a Debatable Topic Writing an Argumentative Essay about the Nobel Prize in Literature
Opinion/Argumentative: Organization		
CC.1.4.9-10.J.	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	Enhancing a Presentation with Multimedia Evaluating Propaganda Techniques Writing a Research-Based Argumentative Essay about a Debatable Topic Writing an Argumentative Essay about the Nobel Prize in Literature
Opinion/Argumentative: Style		
CC.1.4.9-10.K.	Write with an awareness of the stylistic aspects of composition.	Writing a Research-Based Argumentative Essay about a Debatable Topic Writing an Argumentative Essay about the Nobel Prize in Literature
CC.1.4.9-10.K.1.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Writing a Research-Based Argumentative Essay about a Debatable Topic Writing an Argumentative Essay about the Nobel Prize in Literature
CC.1.4.9-10.K.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	Enhancing a Presentation with Multimedia Writing a Research-Based Argumentative Essay about a Debatable Topic Writing an Argumentative Essay about the Nobel Prize in Literature Appendix 242

Standard ID	Standard Text	Edgenuity Lesson Name
Opinion/Argumentative: Conventions of Language		
CC.1.4.9-10.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Writing a Research-Based Argumentative Essay about a Debatable Topic Writing an Argumentative Essay about the Nobel Prize in Literature
Narrative		
CC.1.4.9-10.M.	Write narratives to develop real or imagined experiences or events.	Writing a Narrative Essay about Being Judged
Narrative: Focus		
CC.1.4.9-10.N.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	Writing a Narrative Essay about Being Judged
Narrative: Content		
CC.1.4.9-10.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	Writing a Narrative Essay about Being Judged
Narrative: Organization		
CC.1.4.9-10.P.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Writing a Narrative Essay about Being Judged
Narrative: Style		
CC.1.4.9-10.Q.	Write with an awareness of the stylistic aspects of writing.	
CC.1.4.9-10.Q.1.	Use parallel structure.	Clauses: Building and Refining Compound and Complex Sentences Restrictive and Nonrestrictive Words, Phrases, and Clauses
CC.1.4.9-10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest.	Clauses: Building and Refining Compound and Complex Sentences Determine Meaning: Words and Phrases Parts of Speech and Types of Phrases

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.9-10.Q.2.	Use various types of phrases and clauses to convey meaning and add variety and interest. <i>(Cont'd)</i>	Restrictive and Nonrestrictive Words, Phrases, and Clauses
	Narrative: Conventions of Language	Writing a Narrative Essay about Being Judged
CC.1.4.9-10.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Writing a Narrative Essay about Being Judged
	Response to Literature	Writing a Narrative Essay about Being Judged
CC.1.4.9-10.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Analyzing an Autobiographical Essay Analyzing and Evaluating Arguments Analyzing Character, Theme, and Plot in Short Stories Analyzing Idea Development in an Essay Analyzing Rhetorical Strategies in Presidential Speeches Analyzing Rhetorical Techniques in Machiavelli's <i>The Prince</i> Analyzing Satire in Editorial Cartoons <i>Animal Farm</i> , Part 1: Satire <i>Animal Farm</i> , Part 2: Allegory <i>Animal Farm</i> , Part 4: Conflict <i>Animal Farm</i> , Part 5: Motivation and Values Character and Culture in Literature Comparing Arguments from Diverse Perspectives Comparing Genres: Biography and Editorial Comparing Ideas across Genres Comparing Ideas in Speeches Evaluating an Argument Evaluating News Reporting Evaluating Propaganda Techniques Evaluating the Power of Mass Media and Social Media Recognizing Rhetorical Techniques in a Speech

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.9-10.S. <i>(Cont'd)</i>	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	<p><i>Sugar Changed the World</i> , Part 1: Author's Purpose</p> <p><i>Sugar Changed the World</i> , Part 2: Central Ideas</p> <p><i>Sugar Changed the World</i> , Part 5: Developing and Refining Ideas</p> <p><i>The Tragedy of Julius Caesar</i> , Part 4: Monologues</p> <p>Writing an Argumentative Essay about the Nobel Prize in Literature</p> <p>Writing an Essay to Compare the Presentation of Ideas across Genres</p>
Production and Distribution of Writing: Writing Process		
CC.1.4.9-10.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p>Writing a Narrative Essay about Being Judged</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p> <p>Writing an Argumentative Essay about the Nobel Prize in Literature</p> <p>Writing an Essay to Compare the Presentation of Ideas across Genres</p>
Technology and Publication		
CC.1.4.9-10.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<p>Evaluating Propaganda Techniques</p> <p>Writing a Narrative Essay about Being Judged</p> <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p> <p>Writing an Argumentative Essay about the Nobel Prize in Literature</p> <p>Writing an Essay to Compare the Presentation of Ideas across Genres</p>

Standard ID	Standard Text	Edgenuity Lesson Name
Conducting Research		
CC.1.4.9-10.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Enhancing a Presentation with Multimedia Writing a Research-Based Argumentative Essay about a Debatable Topic
Credibility, Reliability, and Validity of Sources		
CC.1.4.9-10.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Enhancing a Presentation with Multimedia Writing a Research-Based Argumentative Essay about a Debatable Topic Writing an Argumentative Essay about the Nobel Prize in Literature
Range of Writing		
CC.1.4.9-10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Analyzing an Autobiographical Essay Analyzing and Evaluating Arguments Analyzing Character, Theme, and Plot in Short Stories Analyzing Different Interpretations of a Sonnet Analyzing Idea Development in an Essay Analyzing Rhetorical Strategies in Presidential Speeches Analyzing Rhetorical Techniques in Machiavelli's <i>The Prince</i> Analyzing Satire in Editorial Cartoons <i>Animal Farm</i> , Part 1: Satire <i>Animal Farm</i> , Part 2: Allegory <i>Animal Farm</i> , Part 5: Motivation and Values Character and Culture in Literature Comparing Arguments from Diverse Perspectives

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.9-10.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <i>(Cont'd)</i>	Comparing Genres: Biography and Editorial Comparing Ideas across Genres Comparing Ideas in Speeches Enhancing a Presentation with Multimedia Evaluating an Argument Evaluating News Reporting Evaluating Propaganda Techniques Evaluating the Power of Mass Media and Social Media Recognizing Rhetorical Techniques in a Speech Refining Discussion Techniques <i>Sugar Changed the World</i> , Part 1: Author's Purpose <i>Sugar Changed the World</i> , Part 2: Central Ideas <i>The Tragedy of Julius Caesar</i> , Part 4: Monologues Writing a Narrative Essay about Being Judged Writing a Research-Based Argumentative Essay about a Debatable Topic Writing an Argumentative Essay about the Nobel Prize in Literature Writing an Essay to Compare the Presentation of Ideas across Genres
CC.1.5.9-10.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration: Collaborative Discussion	
CC.1.5.9-10.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Refining Discussion Techniques
	Comprehension and Collaboration: Critical Listening	
CC.1.5.9-10.B.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Analyzing Rhetorical Strategies in Presidential Speeches Refining Discussion Techniques

Standard ID	Standard Text	Edgenuity Lesson Name
Comprehension and Collaboration: Evaluating Information		
CC.1.5.9-10.C.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Enhancing a Presentation with Multimedia
Presentation of Knowledge and Ideas: Purpose, Audience, and Task		
CC.1.5.9-10.D.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	Enhancing a Presentation with Multimedia
Presentation of Knowledge and Ideas: Context		
CC.1.5.9-10.E.	Adapt speech to a variety of contexts and tasks.	Enhancing a Presentation with Multimedia
Integration of Knowledge and Ideas: Multimedia		
CC.1.5.9-10.F.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	Enhancing a Presentation with Multimedia
Conventions of Standard English		
CC.1.5.9-10.G.	Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content.	Parts of Speech and Types of Phrases Restrictive and Nonrestrictive Words, Phrases, and Clauses Writing a Narrative Essay about Being Judged Writing a Research-Based Argumentative Essay about a Debatable Topic Writing an Argumentative Essay about the Nobel Prize in Literature Writing an Essay to Compare the Presentation of Ideas across Genres

Unit	Lesson	Lesson Objectives
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Stories from around the World**Analyzing Word Choice and Author's Purpose in Short Stories**

- Analyze the impact of word choice on meaning and tone.
- Cite evidence to support a conclusion.
- Draw a conclusion about an author's purpose.

Analyzing Character, Theme, and Plot in Short Stories

- Analyze plot structure.
- Analyze thematic development.
- Make inferences about character motivation.

Determine Meaning: Words and Phrases

- Analyze nuance and connotation to determine word meaning.
- Determine word meaning by using context.
- Interpret figurative language to determine the meanings of words and phrases.

Comparing Archetypes in Literature

- Compare and contrast archetypes and themes between culturally diverse texts.
- Explain how archetypes reveal universal themes.
- Recognize characteristics of archetypes.

Analyzing Idea Development in an Essay

- Analyze how the author unfolds a series of ideas.
- Determine the central idea and purpose of a text.
- Evaluate the effectiveness of an essay.

Writing a Narrative Essay about Being Judged

- Explain how to plan a narrative with a logical sequence of events.
- Revise writing to include vivid imagery.
- Use narrative techniques to develop characters.
- Write a narrative essay.

Life-Changing Journeys**Analyzing Author's Purpose and Perspective in a Travelogue**

- Analyze how language reveals an author's purpose and perspective.
- Explain the purpose of a travelogue.
- Use reading strategies to improve comprehension.

Analyzing a Memoir

- Analyze the effect of word choice on atmosphere and tone.
- Analyze viewpoint and purpose in a memoir.
- Describe how genre supports an author's purpose.

Unit	Lesson	Lesson Objectives
		<p>Comparing Genres: Biography and Editorial</p> <ul style="list-style-type: none"> Analyze the use of language to support author’s purpose. Compare and contrast how language supports an author’s purpose in two different genres. Explain how genre supports author’s purpose. <p>Parts of Speech and Types of Phrases</p> <ul style="list-style-type: none"> Identify the functions of phrases in writing. Recognize various types of phrases. Use phrases correctly to convey ideas precisely. <p>Writing an Essay to Compare the Presentation of Ideas across Genres</p> <ul style="list-style-type: none"> Explain how to organize an essay that compares the presentation of ideas in different genres. Properly cite evidence to support ideas and purpose. Revise writing to include formal and objective language. Write a comparative essay.
		<p><i>Sugar Changed the World</i></p> <p><i>Sugar Changed the World , Part 1: Author’s Purpose</i></p> <ul style="list-style-type: none"> Analyze text structure and text features. Analyze the purpose of a section of text. Use details to draw conclusions about the authors’ purpose. <p><i>Sugar Changed the World , Part 2: Central Ideas</i></p> <ul style="list-style-type: none"> Analyze the development of a central idea. Objectively summarize a nonfiction text. Use text-based evidence to make inferences. <p><i>Sugar Changed the World , Part 3: Word Choice and Multimedia</i></p> <ul style="list-style-type: none"> Analyze how word choice develops an author’s claim and purpose. Analyze the use of multimedia in a text. Cite textual evidence to support an analysis. <p><i>Sugar Changed the World , Part 4: Building Claims</i></p> <ul style="list-style-type: none"> Analyze how an author uses historical events to build a claim. Identify an author’s claim. Make connections across sections of text to explore how an author develops a claim. <p><i>Sugar Changed the World , Part 5: Developing and Refining Ideas</i></p> <ul style="list-style-type: none"> Analyze evidence used to develop central ideas. Determine an author's claim and purpose. Evaluate how effectively a text achieves a purpose.

Unit	Lesson	Lesson Objectives
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The Power of Humor

Analyzing Satire in Fiction

- Analyze the relationship between characters and satire.
- Cite evidence to support conclusions about theme.
- Explain the use of situational irony as a satirical device.

Comparing Ideas across Genres

- Analyze how central ideas are developed in a graphic novel.
- Analyze how tone reveals perspective in realistic fiction.
- Compare and contrast perspectives of different characters.

Analyzing Different Interpretations of a Sonnet

- Cite evidence to support multiple interpretations of a sonnet.
- Recognize the structure of a sonnet.
- Use context and paraphrasing to aid comprehension.

Analyzing Satire in Editorial Cartoons

- Analyze the use of literary devices to create meaning in an editorial cartoon.
- Determine purpose and perspective in an editorial cartoon.
- Evaluate the effectiveness of an editorial cartoon.

Refining Discussion Techniques

- Demonstrate the ability to listen and respond to information in a discussion.
- Explain how to participate effectively in a group discussion.
- Identify strategies to prepare for a group discussion.
- Recognize and apply techniques for effectively presenting in a group discussion.

Animal Farm

Animal Farm , Part 1: Satire

- Cite evidence to support analysis of characters.
- Explain how characters develop satire.
- Explain the influence of historical context on the author's stylistic choices.

Animal Farm , Part 2: Allegory

- Analyze allusion, imagery, and symbolism.
- Explain the author's use of allegory.
- Make predictions based on an examination of foreshadowing.

Animal Farm , Part 3: Central Idea Development

- Cite details that develop central ideas.
- Explain the cultural and social functions of literature.
- Identify central ideas.

Unit	Lesson	Lesson Objectives
		<p><i>Animal Farm , Part 4: Conflict</i></p> <ul style="list-style-type: none"> Analyze how conflict advances plot. Explain the effect of causal relationships. Explain the historical significance of an allegory. <p><i>Animal Farm , Part 5: Motivation and Values</i></p> <ul style="list-style-type: none"> Analyze the effect of pacing. Explain how characters reveal cultural values. Infer character motivation. <p><i>Animal Farm , Part 6: Author's Purpose</i></p> <ul style="list-style-type: none"> Explain an author's purpose. Explain how an author uses characters to support a purpose. Support conclusions about the influence of historical context on an author's stylistic choices. <p><i>Animal Farm , Part 7: Rhetoric</i></p> <ul style="list-style-type: none"> Explain how propaganda reveals theme. Recognize instances of propaganda in the text. Summarize theme. <p><i>Animal Farm , Part 8: Satire and Irony</i></p> <ul style="list-style-type: none"> Analyze the author's use of irony. Analyze the author's use of satire. Explain how satire and irony reveal theme. <p>Evaluating Propaganda Techniques</p> <ul style="list-style-type: none"> Analyze persuasive techniques to promote ideas and support purpose. Create a persuasive propaganda poster. Evaluate the appeal of multimedia elements. Explain the purpose and elements of propaganda.
The Art of Argument		
		<p>Recognizing Rhetorical Techniques in a Speech</p> <ul style="list-style-type: none"> Analyze rhetorical techniques in a speech. Analyze the effect of word choice on an audience. Summarize an author's central idea. <p>Evaluating an Argument</p> <ul style="list-style-type: none"> Evaluate reasons and evidence that support a claim. Explain how to organize an evaluation of an author's argument. Summarize an author's claim.

Unit	Lesson	Lesson Objectives
		<p>Analyzing an Autobiographical Essay</p> <ul style="list-style-type: none"> Analyze the development of central ideas. Compare the presentation of a subject by two authors. Determine the central ideas of a text. <p>Clauses: Building and Refining Compound and Complex Sentences</p> <ul style="list-style-type: none"> Correct common sentence errors. Use clauses to convey meaning and add variety to writing. Use various sentence structures to add variety to writing. <p>Expanding Vocabulary: Word Parts and Reference Resources</p> <ul style="list-style-type: none"> Identify patterns of word changes that indicate different meanings or parts of speech. Infer meaning and spelling by analyzing word parts and context. Use reference materials to determine the correct spelling and usage of a word. <p>Writing an Argumentative Essay about the Nobel Prize in Literature</p> <ul style="list-style-type: none"> Form an objective rebuttal. Support a claim with reasons and evidence. Use transitions to clarify relationships among ideas. Write an argumentative essay.
The Human Experience		
		<p>Character and Culture in Literature</p> <ul style="list-style-type: none"> Analyze characters. Analyze conflicts. Explain the cultural function of literature. <p>Comparing Poetry and Art</p> <ul style="list-style-type: none"> Analyze the use of figurative language and imagery in poetry. Compare and contrast how a subject is portrayed in two different artistic mediums. Recognize poetic conventions. <p><i>A Doll's House</i>, Part 1: Dramatic Structure and Characterization</p> <ul style="list-style-type: none"> Analyze characterization techniques. Analyze dramatic elements and structure. Analyze how social issues are developed in a play. <p><i>A Doll's House</i>, Part 2: Suspense and Irony</p> <ul style="list-style-type: none"> Analyze how dramatic irony creates suspense. Determine how characters develop plot. Make inferences and predictions using evidence from text.

Unit	Lesson	Lesson Objectives
		<p><i>A Doll's House , Part 3: Theme and Society</i></p> <ul style="list-style-type: none"> Analyze the development of theme. Connect the play to its historical context. Support conclusions about theme with evidence. <p>Comparing Themes in Literature</p> <ul style="list-style-type: none"> Analyze the author's use of structure and rhetorical devices to develop ideas. Compare how authors develop similar themes in texts of different genres, time periods, and cultures. Make inferences about the author's use of word choice in supporting perspective. <p>Restrictive and Nonrestrictive Words, Phrases, and Clauses</p> <ul style="list-style-type: none"> Apply punctuation rules for commas, parentheses, dashes, and colons to writing. Distinguish between restrictive and nonrestrictive phrases and clauses. Use parallel structure in writing. <p>Writing a Research-Based Argumentative Essay about a Debatable Topic</p> <ul style="list-style-type: none"> Respond to a counterclaim with an effective rebuttal. Revise writing to eliminate logical fallacies and improve clarity. Use evidence to develop an argument. Write a research-based argumentative essay that supports a claim.
		<p>The Language of Leaders</p> <p>Analyzing Ideas, Structure, and Purpose in Machiavelli's <i>The Prince</i></p> <ul style="list-style-type: none"> Analyze how text structure develops central ideas. Cite evidence that supports author's purpose. Summarize the central idea of a text. <p>Analyzing Rhetorical Techniques in Machiavelli's <i>The Prince</i></p> <ul style="list-style-type: none"> Analyze the impact of diction on meaning and tone. Evaluate the effectiveness of an argument. Identify types of evidence in an argumentative text. <p>Analyzing a Seminal US Document</p> <ul style="list-style-type: none"> Analyze an argument. Evaluate reasoning used in an argument. Support a counterclaim with reasons and evidence. <p>Analyzing Rhetorical Strategies in Presidential Speeches</p> <ul style="list-style-type: none"> Analyze rhetorical techniques used in a speech. Evaluate rhetorical techniques used by a speaker. Identify a speaker's purpose, message, and audience.

Unit	Lesson	Lesson Objectives
Comparing Ideas in Speeches		
Analyze the use of evidence to develop an argument.		
Compare and contrast arguments presented in speeches.		
Identify the elements of an argument.		
<i>The Tragedy of Julius Caesar</i>		
<i>The Tragedy of Julius Caesar , Part 1: Applying Reading Strategies</i>		
Summarize conflicts.		
Use foreshadowing to make a prediction.		
Use paraphrasing and summarizing to improve comprehension.		
<i>The Tragedy of Julius Caesar , Part 2: Causal Relationships</i>		
Analyze causal relationships in a play.		
Explain how irony contributes to meaning.		
Make inferences about character motivations.		
<i>The Tragedy of Julius Caesar , Part 3: Drawing Conclusions</i>		
Analyze the use of imagery in drama.		
Draw a conclusion about a scene’s contribution to the plot.		
Interpret the meaning of symbols in drama.		
<i>The Tragedy of Julius Caesar , Part 4: Monologues</i>		
Cite details that support central ideas.		
Compare and contrast monologues of two different characters in a play.		
Summarize ideas expressed in a monologue.		
<i>The Tragedy of Julius Caesar , Part 5: Developing Central Ideas</i>		
Analyze character interactions.		
Explain how allusions and characters develop central ideas.		
Interpret allusions.		
<i>The Tragedy of Julius Caesar , Part 6: Word Choice and Motif</i>		
Analyze nuance in language.		
Analyze the impact of word choice on meaning and tone.		
Explain how motifs support central ideas.		
<i>The Tragedy of Julius Caesar , Part 7: Thematic Development</i>		
Compare the moral dilemmas of key characters.		
Explain how tragic elements develop theme.		
Support themes with textual evidence.		

Unit	Lesson	Lesson Objectives
Globalization and the Future		
Evaluating News Reporting		
Analyze how an author uses language to advance a purpose.		
Describe ethics of journalism.		
Evaluate and compare objectivity of news reporting.		
Analyzing and Evaluating Arguments		
Distinguish among different types of evidence used to support a claim.		
Evaluate the effectiveness of an argument based on the evidence provided.		
Identify a claim and supporting evidence.		
Comparing Arguments from Diverse Perspectives		
Compare contemporary debatable arguments.		
Evaluate an argument.		
Identify rhetorical devices and fallacies.		
Evaluating the Power of Mass Media and Social Media		
Analyze the changing role of media over time.		
Evaluate the persuasive techniques used in different mass media.		
Identify purpose and audience in a public service campaign.		
Enhancing a Presentation with Multimedia		
Apply multimedia techniques to convey ideas clearly and effectively.		
Organize a presentation that is appropriate for the topic, audience, and purpose.		
Use multimedia to present ideas in an engaging and persuasive way.		

Language Arts 11

Course Overview and Syllabus

Course Number: ELA3011 IC

Grade level: 11

Prerequisite Courses: Language Arts 10

Credits: 1.0

Course Description

This junior-year English course invites students to delve into American literature, from early American Indian voices through thoughtful contemporary works. Students will engage in literary analysis and inferential evaluation of great texts, the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. The literature featured represents diverse voices and experiences. Students will read a range of short but complex texts, including works by Ralph Waldo Emerson, Michio Kaku, Emily Dickinson, Sojourner Truth, Nathaniel Hawthorne, Judith Ortiz Cofer, Mark Twain, Langston Hughes, Frederick Douglass, Martin Luther King, Jr., Naomi Shihab Nye, Amy Tan, and F. Scott Fitzgerald.

Course Objectives

Throughout the course, you will meet the following goals:

- Demonstrate knowledge of foundational works of American literature.
- Analyze seminal works of American literary nonfiction and evaluate their structure and reasoning.
- Analyze the impact of an author's choices regarding how to develop and relate elements of a text.
- Demonstrate increasing sophistication in the routine and process writing.
- Learn to use Standard English from a variety of grammar lessons.

Student Expectations

This course requires the same level of commitment from you as a traditional classroom course. Throughout the course, you are expected to spend approximately 5–7 hours per week online on:

- Interactive lessons that include a mixture of instructional videos and tasks
- Assignments in which you apply and extend learning in each lesson
- Assessments, including quizzes, tests, and cumulative exams

Communication

Your teacher will communicate with you regularly through discussions, e-mail, chat, and system announcements. You will also communicate with classmates, either via online tools or face to face, as you collaborate on projects, ask and answer questions in your peer group, and develop your speaking and listening skills.

Grading Policy

You will be graded on the work you do online and the work you submit electronically to your teacher. The weighting for each category of graded activity is listed below.

Grading Category	Weight
Quiz	20%
Test	30%
Exam	20%
Essay	15%
Assignment	10%
Additional	0%
Project	5%

Scope and Sequence

When you log into Edgenuity, you can view the entire course map—an interactive scope and sequence of all topics you will study. The units of study are summarized below:

- Unit 1:** American Roots: From Native Traditions to the American Revolution
- Unit 2:** Dark Romanticism: American Gothic Literature
- Unit 3:** A Nation Dividing and Expanding: Civil War, Regionalism, and Realism
- Unit 4:** Macbeth
- Unit 5:** Modernism and Drama Study
- Unit 6:** Victory and Despair: The Roaring Twenties, Modernism, and Postwar Outlooks
- Unit 7:** I, too, Am American: The Harlem Renaissance and Contemporary Voices
- Unit 8:** Globalization and the Industrial Age: Postmodernism into the Twenty-First Century

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.2.11-12.	Reading Informational Text: Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. Key Ideas and Details: Main Idea	
CC.1.2.11-12.A.	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	A Look at the Fast-Food Industry by Eric Schlosser American Indian Issues Asian American Voices Exploring Cultural Identity through Language Henry David Thoreau - <i>Walden</i> Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i> Reflecting on World War I Remembering and Reflecting on the Holocaust The Iroquois Constitution
	Key Ideas and Details: Text Analysis	
CC.1.2.11-12.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	American Indian Issues Asian American Voices Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i> Reflecting on World War I Remembering and Reflecting on the Holocaust
CC.1.2.11-12.C.	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Abolition and Women's Rights Movements, Part 1 American Indian Issues Asian American Voices Exploring Cultural Identity through Language Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i>

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.2.11-12.C.	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. <i>(Cont'd)</i>	Reflecting on World War I The Declaration of Independence The Iroquois Constitution
Craft and Structure: Point of View		
CC.1.2.11-12.D.	Evaluate how an author's point of view or purpose shapes the content and style of a text.	Exploring Cultural Identity through Language Henry David Thoreau - <i>Walden</i> Jonathan Edwards's "Sinners in the Hands of an Angry God" Reflecting on World War I Remembering and Reflecting on the Holocaust Speaking and Listening: Evaluating a Speaker
Craft and Structure: Text Structure		
CC.1.2.11-12.E.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 <i>Brown v. Board of Education</i> Exploring Cultural Identity through Language Henry David Thoreau - <i>Walden</i> Jonathan Edwards's "Sinners in the Hands of an Angry God" Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i> Speaking and Listening: Evaluating a Speaker
Craft and Structure: Vocabulary		
CC.1.2.11-12.F.	Evaluate how words and phrases shape meaning and tone in texts.	A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 Exploring Cultural Identity through Language Henry David Thoreau - <i>Walden</i>

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.2.11-12.F.	Evaluate how words and phrases shape meaning and tone in texts. <i>(Cont'd)</i>	Jonathan Edwards's "Sinners in the Hands of an Angry God" Reflecting on World War I Speaking and Listening: Evaluating a Speaker
Integration of Knowledge and Ideas: Diverse Media		
CC.1.2.11-12.G.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Anticipating the Future through Texts: <i>Visions</i> Japanese American Internment Remembering and Reflecting on the Holocaust
Integration of Knowledge and Ideas: Evaluating Arguments		
CC.1.2.11-12.H.	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 <i>Brown v. Board of Education</i> Exploring Cultural Identity through Language Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i> Speaking and Listening: Evaluating a Speaker The Declaration of Independence
Integration of Knowledge and Ideas: Analysis Across Texts		
CC.1.2.11-12.I.	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	Abolition and Women's Rights Movements, Part 1 Abolition and Women's Rights Movements, Part 2 <i>Brown v. Board of Education</i> Martin Luther King Jr. and Civil Disobedience Speaking and Listening: Evaluating a Speaker The Declaration of Independence

Standard ID	Standard Text	Edgenuity Lesson Name
Vocabulary Acquisition and Use		
CC.1.2.11-12.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	A Look at the Fast-Food Industry by Eric Schlosser Choosing Language Choosing Language for Context and Purpose Choosing Vocabulary Jonathan Edwards’s "Sinners in the Hands of an Angry God" Southern Gothic Using Resources and Reference Materials for Editing
CC.1.2.11-12.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	A Look at the Fast-Food Industry by Eric Schlosser Choosing Language Choosing Language for Context and Purpose Choosing Vocabulary Jonathan Edwards’s "Sinners in the Hands of an Angry God" Southern Gothic Speaking and Listening: Evaluating a Speaker Using Resources and Reference Materials for Editing
Range of Reading		
CC.1.2.11-12.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women’s Rights Movements, Part 1 Abolition and Women’s Rights Movements, Part 2 American Indian Issues Anticipating the Future through Texts: <i>Visions</i> <i>Brown v. Board of Education</i> Henry David Thoreau - <i>Walden</i>

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.2.11-12.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. (Cont'd)	Japanese American Internment Jonathan Edwards's "Sinners in the Hands of an Angry God" Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i> Reflecting on World War I Remembering and Reflecting on the Holocaust Suspense and Horror: Gothic Writing across Time The Declaration of Independence The Iroquois Constitution The True Story behind <i>Trifles</i>
CC.1.3.11-12.	Reading Literature Students read and respond to works of literature - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. Key Ideas and Details: Theme	
CC.1.3.11-12.A.	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	An Inner Story of the Civil War Female Colonial Poetry Japanese American Internment <i>Macbeth</i> , Part 8: Universal Themes Reality and Cynicism in Poetry Remembering and Reflecting on the Holocaust Symbols in <i>Moby-Dick</i> <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself"

Standard ID	Standard Text	Edgenuity Lesson Name
Key Ideas and Details: Text Analysis		
CC.1.3.11-12.B.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	A Response to 9/11 by Jonathan Safran Foer Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Fireside Poets Fitzgerald and the Roaring Twenties Poetry of Langston Hughes Reality and Cynicism in Poetry Remembering and Reflecting on the Holocaust Robert Frost's Poetry Southern Gothic Suspense and Horror: Gothic Writing across Time Symbols in <i>Moby-Dick</i> The Iroquois Creation Myth: "The World on Turtle's Back" The Mississippi River Runaways <i>The Scarlet Letter</i> , Part 2 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself"
Key Ideas and Details: Literary Elements		
CC.1.3.11-12.C.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	Contemporary American Indian Voices Critiques of American Society in Science Fiction Experiencing and Reliving Vietnam Fitzgerald and the Roaring Twenties Hemingway's World War I Latin American Magic Realist Voices <i>Macbeth</i> , Part 2: Rhetorical Appeals

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.11-12.C.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. <i>(Cont'd)</i>	<i>Macbeth</i> , Part 3: Rhetorical Devices <i>Macbeth</i> , Part 4: Figurative Language and Mood <i>Macbeth</i> , Part 5: Figurative Language and Mood (continued) <i>Macbeth</i> , Part 6: Figurative Language and Rhetoric Southern Gothic The Mississippi River Runaways <i>The Scarlet Letter</i> , Part 2 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2
Craft and Structure: Point of View		
CC.1.3.11-12.D.	Evaluate how an author's point of view or purpose shapes the content and style of a text.	Critiques of American Society in Science Fiction Reality and Cynicism in Poetry Southern Gothic The Mississippi River Runaways <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2
Craft and Structure: Text Structure		
CC.1.3.11-12.E.	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	An Inner Story of the Civil War Dark Hauntings: "The Fall of the House of Usher" Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Experiencing and Reliving Vietnam Female Colonial Poetry Fireside Poets Fitzgerald and the Roaring Twenties Hemingway's World War I

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.11-12.E.	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. <i>(Cont'd)</i>	<i>Macbeth</i> , Part 1: Using Reading Strategies to Paraphrase <i>Macbeth</i> , Part 7: Analyzing a Production Poetry of Langston Hughes Robert Frost's Poetry Suspense and Horror: Gothic Writing across Time Symbols in <i>Moby-Dick</i> The Poetry of Physics <i>The Scarlet Letter</i> <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself"
Craft and Structure: Vocabulary		
CC.1.3.11-12.F.	Evaluate how words and phrases shape meaning and tone in texts.	Contemporary American Indian Voices Critiques of American Society in Science Fiction Dark Hauntings: "The Fall of the House of Usher" Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Female Colonial Poetry Fireside Poets Hemingway's World War I Japanese American Internment Latin American Magic Realist Voices <i>Macbeth</i> , Part 3: Rhetorical Devices <i>Macbeth</i> , Part 4: Figurative Language and Mood <i>Macbeth</i> , Part 5: Figurative Language and Mood (continued) <i>Macbeth</i> , Part 6: Figurative Language and Rhetoric Poetry of Langston Hughes

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.11-12.F.	Evaluate how words and phrases shape meaning and tone in texts. <i>(Cont'd)</i>	Reality and Cynicism in Poetry Robert Frost's Poetry Southern Gothic Suspense and Horror: Gothic Writing across Time Symbols in <i>Moby-Dick</i> The Mississippi River Runaways The Poetry of Physics <i>The Scarlet Letter</i> <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself"
Integration of Knowledge and Ideas: Sources of Information		
CC.1.3.11-12.G.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Interpreting a Source Text: A Production of <i>Trifles</i> Japanese American Internment <i>Macbeth</i> , Part 7: Analyzing a Production Remembering and Reflecting on the Holocaust <i>The Scarlet Letter</i> , Part 2
Integration of Knowledge and Ideas		
CC.1.3.11-12.H.	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	Female Colonial Poetry Japanese American Internment <i>Macbeth</i> , Part 1: Using Reading Strategies to Paraphrase <i>Macbeth</i> , Part 2: Rhetorical Appeals <i>Macbeth</i> , Part 3: Rhetorical Devices <i>Macbeth</i> , Part 4: Figurative Language and Mood <i>Macbeth</i> , Part 5: Figurative Language and Mood (continued) Appendix 267

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.11-12.H.	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. <i>(Cont'd)</i>	<i>Macbeth</i> , Part 6: Figurative Language and Rhetoric <i>Macbeth</i> , Part 7: Analyzing a Production <i>Macbeth</i> , Part 8: Universal Themes Reality and Cynicism in Poetry The True Story behind <i>Trifles</i>
Vocabulary Acquisition and Use		
CC.1.3.11-12.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	Choosing Language Choosing Language for Context and Purpose Choosing Vocabulary Emily Dickinson's Poetry Female Colonial Poetry Fireside Poets <i>Macbeth</i> , Part 1: Using Reading Strategies to Paraphrase Symbols in <i>Moby-Dick</i> Using Resources and Reference Materials for Editing Walt Whitman's "Song of Myself"
CC.1.3.11-12.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Choosing Language Choosing Language for Context and Purpose Choosing Vocabulary Emily Dickinson's Poetry Female Colonial Poetry Fireside Poets

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.11-12.J.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Cont'd)	Using Resources and Reference Materials for Editing Walt Whitman's "Song of Myself"
Range of Reading		
CC.1.3.11-12.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently.	A Response to 9/11 by Jonathan Safran Foer An Inner Story of the Civil War Asian American Voices Contemporary American Indian Voices Critiques of American Society in Science Fiction Dark Hauntings: "The Fall of the House of Usher" Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Experiencing and Reliving Vietnam Exploring Cultural Identity through Language Female Colonial Poetry Fireside Poets Fitzgerald and the Roaring Twenties Hemingway's World War I Interpreting a Source Text: A Production of <i>Trifles</i> Japanese American Internment Latin American Magic Realist Voices <i>Macbeth</i> , Part 1: Using Reading Strategies to Paraphrase <i>Macbeth</i> , Part 2: Rhetorical Appeals <i>Macbeth</i> , Part 3: Rhetorical Devices <i>Macbeth</i> , Part 4: Figurative Language and Mood <i>Macbeth</i> , Part 5: Figurative Language and Mood (continued) <i>Macbeth</i> , Part 6: Figurative Language and Rhetoric

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.3.11-12.K.	Read and comprehend literary fiction on grade level, reading independently and proficiently. (Cont'd)	<i>Macbeth</i> , Part 7: Analyzing a Production <i>Macbeth</i> , Part 8: Universal Themes Poetry of Langston Hughes Reality and Cynicism in Poetry Remembering and Reflecting on the Holocaust Robert Frost's Poetry Southern Gothic Suspense and Horror: Gothic Writing across Time Symbols in <i>Moby-Dick</i> The Iroquois Creation Myth: "The World on Turtle's Back" The Mississippi River Runaways The Poetry of Physics <i>The Scarlet Letter</i> <i>The Scarlet Letter</i> , Part 2 The True Story behind <i>Trifles</i> <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself"
CC.1.4.11-12.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory	
CC.1.4.11-12.A.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	<i>Macbeth</i> , Part 8: Universal Themes Writing Workshop: Comparing Texts
CC.1.4.11-12.B.	Write with a sharp, distinct focus identifying topic, task, and audience.	Writing Workshop: Comparing Texts
CC.1.4.11-12.C.	Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	Writing Workshop: Comparing Texts

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.11-12.D.	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	Writing Workshop: Comparing Texts
CC.1.4.11-12.E.	Write with an awareness of the stylistic aspects of composition.	
CC.1.4.11-12.E.1.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Writing Workshop: Comparing Texts
CC.1.4.11-12.E.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	Writing Workshop: Comparing Texts
CC.1.4.11-12.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Capitalization, Punctuation, and Spelling Correct Modifiers and Concise Wording Nonrestrictive Elements and Parallel Structure Pronoun Agreement and Reference Sentence Fluency Writing Workshop: Comparing Texts
	Opinion/Argumentative	
CC.1.4.11-12.G.	Write arguments to support claims in an analysis of substantive topics.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication
CC.1.4.11-12.H.	Write with a sharp, distinct focus identifying topic, task, and audience.	
CC.1.4.11-12.H.1.	Introduce the precise, knowledgeable claim.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.11-12.H.1.	Introduce the precise, knowledgeable claim. (<i>Cont'd</i>)	Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication
CC.1.4.11-12.I.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication
CC.1.4.11-12.J.	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication
CC.1.4.11-12.K.	Write with an awareness of the stylistic aspects of composition.	
CC.1.4.11-12.K.1.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.11-12.K.1.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <i>(Cont'd)</i>	Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication
CC.1.4.11-12.K.2.	Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication
CC.1.4.11-12.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Capitalization, Punctuation, and Spelling Correct Modifiers and Concise Wording Nonrestrictive Elements and Parallel Structure Pronoun Agreement and Reference Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Sentence Fluency Writing Workshop: Effective Professional Communication
	Narrative	
CC.1.4.11-12.M.	Write narratives to develop real or imagined experiences or events.	Writing Workshop: Narrative Writing

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.11-12.N.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	Writing Workshop: Narrative Writing
CC.1.4.11-12.O.	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	Writing Workshop: Narrative Writing
CC.1.4.11-12.P.	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Writing Workshop: Narrative Writing
CC.1.4.11-12.Q.	Write with an awareness of the stylistic aspects of writing.	
CC.1.4.11-12.Q.1.	Use parallel structure.	Writing Workshop: Narrative Writing
CC.1.4.11-12.Q.2.	Use various types of phrases and clauses to convey specific meanings and add variety and interest.	Writing Workshop: Narrative Writing
CC.1.4.11-12.Q.3.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Writing Workshop: Narrative Writing
CC.1.4.11-12.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Capitalization, Punctuation, and Spelling Correct Modifiers and Concise Wording Nonrestrictive Elements and Parallel Structure Pronoun Agreement and Reference Sentence Fluency Writing Workshop: Narrative Writing
	Response to Literature	
CC.1.4.11-12.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.11-12.S.	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. <i>(Cont'd)</i>	Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Comparing Texts Writing Workshop: Effective Professional Communication
Production and Distribution of Writing: Writing Process		
CC.1.4.11-12.T.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Comparing Texts Writing Workshop: Effective Professional Communication Writing Workshop: Narrative Writing
CC.1.4.11-12.U.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Comparing Texts Writing Workshop: Effective Professional Communication Writing Workshop: Narrative Writing

Standard ID	Standard Text	Edgenuity Lesson Name
Conducting Research		
CC.1.4.11-12.V.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication
CC.1.4.11-12.W.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Effective Professional Communication
Range of Writing		
CC.1.4.11-12.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Comparing Texts

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.4.11-12.X.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <i>(Cont'd)</i>	Writing Workshop: Effective Professional Communication Writing Workshop: Narrative Writing
CC.1.5.11-12.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration: Collaborative Discussion	
CC.1.5.11-12.A.	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	A Look at the Fast-Food Industry by Eric Schlosser Engaging in a Formal Discussion Research Workshop: Generating Research Questions and Evaluating Sources
CC.1.5.11-12.B.	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	Engaging in a Formal Discussion Speaking and Listening: Evaluating a Speaker
CC.1.5.11-12.C.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 2
Presentation of Knowledge and Ideas: Purpose, Audience, and Task		
CC.1.5.11-12.D.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	Research Workshop: Writing and Presenting the Argumentative Essay, Part 2
CC.1.5.11-12.E.	Adapt speech to a variety of contexts and tasks.	A Look at the Fast-Food Industry by Eric Schlosser Engaging in a Formal Discussion

Standard ID	Standard Text	Edgenuity Lesson Name
CC.1.5.11-12.E.	Adapt speech to a variety of contexts and tasks. (<i>Cont'd</i>)	Research Workshop: Generating Research Questions and Evaluating Sources Research Workshop: Writing and Presenting the Argumentative Essay, Part 2
CC.1.5.11-12.F.	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	Research Workshop: Writing and Presenting the Argumentative Essay, Part 2
Conventions of Standard English		
CC.1.5.11-12.G.	Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.	A Look at the Fast-Food Industry by Eric Schlosser Engaging in a Formal Discussion Research Workshop: Generating Research Questions and Evaluating Sources

Unit	Lesson	Lesson Objectives
American Roots: From Native Traditions to Bright Romanticism		
The Iroquois Creation Myth: "The World on Turtle's Back"		
Based on a text, make logical inferences about cultural value.		
Draw conclusions about a text and support them with textual evidence.		
Examine the tradition and purpose of a creation myth.		
The Iroquois Constitution		
Analyze the author's use of figurative language in a nonfiction text.		
Examine the historical and cultural significance of an early American primary-source document.		
Summarize the central ideas of a nonfiction text.		
Jonathan Edwards's "Sinners in the Hands of an Angry God"		
Evaluate rhetorical devices in a seminal US text.		
Examine the societal significance of an early American text.		
Interpret how connotative and denotative meanings of words affect word choice in a text.		
Female Colonial Poets		
Analyze the author's choice of words and how they are used in context.		
Analyze the rhyme scheme in a poem.		
Compare and contrast themes of two texts.		
The Declaration of Independence		
Analyze how the structure of a text contributes to its purpose.		
Evaluate the effectiveness of reasoning in a seminal US text.		
Examine the historical significance of a primary-source document.		
Henry David Thoreau - <i>Walden</i>		
Analyze how the author's ideas are developed through the structure of a text.		
Evaluate how ideas in a nineteenth-century text relate to today's cultural context.		
Identify imagery in a text and interpret how it supports the author's viewpoint.		
Walt Whitman's "Song of Myself"		
Analyze how word choice and tone contribute to the voice of a poem.		
Analyze the effect of free verse structure.		
Make inferences about the themes of a poem.		
Emily Dickinson's Poetry		
Analyze how word choice is used to create imagery in minimalist verse.		
Compare and contrast two poems by the same author.		
Critically read a poem to analyze its language and structure.		

Unit	Lesson	Lesson Objectives
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Writing Workshop: Narrative Writing

Use a graphic organizer as a prewriting tool to organize the narrative sequence of a significant event.

Use verb tense to effectively narrate a story.

Write a narrative essay that relates the significance of an event to the reader through appropriate sequencing of events and vivid details.

Dark Romanticism: American Gothic

Suspense and Horror: Gothic Writing across Time

Analyze how an author's use of suspense is developed throughout a text.

Cite evidence of the author's tone and its effect on the reader.

Critique an American gothic text and recognize its influence on contemporary horror writing.

The Scarlet Letter

Analyze an author's choice of words in conveying setting, time, and mood.

Describe the plot and sequence of events in the beginning of a novel.

Monitor comprehension to understand and interpret a complex text.

***The Scarlet Letter*, Part 2**

Cite evidence to support analysis of characterization.

Investigate a novel's characters and determine how the author develops their traits.

Make inferences about characters and what their actions reveal about social values of a time period.

Using Resources and Reference Materials for Editing

Apply understanding of language usage and conventions.

Use references to resolve issues of word usage and syntax.

Use resources to distinguish between commonly confused words.

Symbols in *Moby-Dick*

Analyze an author's choice of how to begin a chapter of a novel.

Analyze symbols in a text and infer their meaning.

Draw conclusions from a text excerpt about the theme of a novel.

Dark Hauntings: "The Fall of the House of Usher"

Draw conclusions about an artist's use of narration and its effect on a story.

Evaluate the use of parallelism in a text.

Make observations about the narrator of the story.

Choosing Vocabulary

Apply skills to increase personal vocabulary.

Choose academic vocabulary for task, purpose, and audience.

Use vocabulary to develop style and tone.

Unit	Lesson	Lesson Objectives
Writing Workshop: Effective Professional Communication		
Produce arguments in writing that develop a thesis, address counterarguments, and provide effective conclusions.		
Revise professional communications for appropriate format, voice, word choice, and tone.		
Write a five-paragraph argumentative letter that clearly states and supports claims.		
Write persuasively to influence the attitudes or actions of a specific audience on a specific issue.		
A Nation Dividing and Expanding		
Abolition and Women’s Rights Movements, Part 1		
Analyze repetition and questioning as rhetorical devices in a speech.		
Evaluate how an author structures reasoning within an argument.		
Examine the historical significance of a speech.		
Abolition and Women’s Rights Movements, Part 2		
Apply understanding of language to make meaning of a text.		
Evaluate how a speech appeals to logic, reason, and emotion.		
Relate the central ideas in a speech to its historical and cultural context.		
Choosing Language		
Analyze word choice to determine the author's purpose.		
Determine the impact of word choice on topic and theme in seminal works of American literature.		
Revise a passage by selecting words and phrases appropriate for audience and purpose.		
The Mississippi River Runaways		
Analyze an author’s use of dialogue and dialect to portray characters and establish setting.		
Cite examples of satire, irony, and sarcasm in a realist text.		
Critique the author’s use of humor to convey intent and viewpoint.		
American Indian Issues		
Assess the impact of tone on the meaning of a text.		
Determine the central ideas in a speech.		
Summarize a speech and analyze how its message reflects cultural views.		
Reality and Cynicism in Poetry		
Analyze how an author uses irony to emphasize an idea and convey a message.		
Compare and contrast themes in poems by different authors.		
Make inferences about the theme of a naturalist poem.		
Sentence Fluency		
Evaluate the sentence fluency of a text.		
Recognize and correct sentence fluency errors.		
Vary sentence patterns to enhance meaning, style, and the reader's experience.		

Unit	Lesson	Lesson Objectives
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Research Workshop: Generating Research Questions and Evaluating Sources

- Apply strategies for gathering, organizing, and evaluating sources for research writing.
- Compose a speech to prepare for classroom discussion or debate.
- Generate effective research questions to direct study.
- Use MLA citation correctly.

Macbeth

Macbeth , Part 1: Using Reading Strategies to Paraphrase

- Paraphrase a literary text.
- Use strategies to comprehend a Shakespearean text.

Macbeth , Part 2: Rhetorical Appeals

- Analyze the appropriateness of rhetorical appeals in a literary text.
- Explain the intended effects of rhetorical appeals in a literary text.
- Identify rhetorical appeals in a literary text.

Macbeth , Part 3: Rhetorical Devices

- Analyze rhetorical devices in a literary text.
- Analyze the effectiveness of rhetorical devices in a literary text.
- Identify rhetorical devices in a literary text.

Macbeth , Part 4: Figurative Language and Mood

- Analyze how figurative language creates mood in a literary text.
- Determine the mood created by figurative language in a literary text.
- Interpret figurative language in a literary text.

Macbeth , Part 5: Figurative Language and Mood (continued)

- Analyze how figurative language creates mood in a literary text.
- Determine the mood created by figurative language in a literary text.
- Interpret figurative language in a literary text.

Macbeth , Part 6: Figurative Language and Rhetoric

- Analyze the effectiveness of figurative language used rhetorically in a literary text.
- Analyze the rhetorical use of figurative language in a literary text.
- Interpret figurative language in a literary text.

Macbeth , Part 7: Analyzing a Production

- Analyze how dramatic techniques contribute to meaning in a dramatic production.
- Analyze how stage directions contribute to meaning in a dramatic text.
- Identify what dramatic techniques can contribute to a dramatic production.

Unit	Lesson	Lesson Objectives
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***Macbeth*, Part 8: Universal Themes**

- Compare the development of universal themes in a text.
- Determine the relationship between universal themes in a text.
- Explain how a universal theme is developed in a text.
- Identify a universal theme in a text.

Nonrestrictive Elements and Parallel Structure

- Apply proper punctuation for emphasis and to set off elements.
- Choose punctuation for effect.
- Identify parallel structure and revise sentences for correct parallelism.

Engaging in a Formal Discussion

- Demonstrate the ability to listen and respond to information in a formal discussion.
- Explain how to participate effectively in a formal discussion.
- Identify strategies to prepare for a formal discussion.
- Recognize and apply techniques for effectively presenting in a formal discussion.

Modernism and Drama Study

Dramatic Monologue and Stream of Consciousness in Poetry

- Analyze how an author uses stream of consciousness to develop the style of a speaker.
- Cite examples of allusions in a poem.
- Examine how dramatic monologue is used as a technique in a poem.

Robert Frost's Poetry

- Assess form, rhythm, and content in a blank verse poem.
- Contrast a poet's views on poetry with those of his contemporaries.
- Distinguish between a poem's speaker and the author's point of view.

Reflecting on World War I

- Analyze how an author uses key terms to influence the audience.
- Analyze the central ideas in a text.
- Explain how the structure of a text supports an author's viewpoint.

Speaking and Listening: Evaluating a Speaker

- Apply critical listening skills to a speech.
- Critique the word choice and argumentative techniques (such as rhetoric and use of logic) in a speech.
- Identify the author's purpose and evaluate the effectiveness of a speech.

***Trifles*: The Rise of Modern Feminism on the Stage, Part 1**

- Analyze the nuances of author's word choice.
- Assess how an author develops characters' traits and motivations over the course of a play.
- Recognize and analyze stage directions in a play.

Unit	Lesson	Lesson Objectives
<i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2		
<ul style="list-style-type: none"> Cite examples of irony in drama. Cite textual evidence of the themes and elements in a modern drama. Make inferences about symbols and their impact on the themes of a play. 		
Interpreting a Source Text: A Production of <i>Trifles</i>		
<ul style="list-style-type: none"> Analyze multiple interpretations of a drama. Compare and contrast the text of a drama to an audio production. Evaluate how a recording interprets the source text of a drama. 		
The True Story behind <i>Trifles</i>		
<ul style="list-style-type: none"> Determine the style of a drama. Distinguish fact and opinion after reading multiple sources. Relate the ideas found in a literary work to primary source documents from its time. 		
Pronoun Agreement and Reference		
<ul style="list-style-type: none"> Recognize and correct pronoun usage errors. Recognize and correct subject-verb agreement errors. Use subject, object, possessive, and intensive pronouns properly. 		
Victory and Despair: The Roaring Twenties, Modernism, and Postwar Outlooks		
Hemingway's World War I		
<ul style="list-style-type: none"> Analyze an author's use of diction and its impact in a fictional text. Examine how an author's style affects a text. Interpret characterization in a fictional text. 		
Fitzgerald and the Roaring Twenties		
<ul style="list-style-type: none"> Describe the plot in the first chapter of a novel. Examine the role of setting and cite evidence of its impact on a story. Make inferences from a story's setting. 		
Capitalization, Punctuation, and Spelling		
<ul style="list-style-type: none"> Correctly capitalize when using quotations. Place commas correctly. Recognize and distinguish between common spelling errors. Use ellipses before, in the middle of, and after a quotation to indicate an omission. 		
Japanese American Internment		
<ul style="list-style-type: none"> Analyze the tone of a primary-source document. Determine and summarize the themes in a poem. Identify the assumptions in a text. 		

Unit	Lesson	Lesson Objectives
Remembering and Reflecting on the Holocaust		
Analyze an author's choice of genre for reflecting on events of the past.		
Compare and contrast two texts that focus on similar themes.		
Determine an author's point of view in literature about the Holocaust.		
Southern Gothic		
Analyze the characterization in a Southern gothic text.		
Cite examples of irony in a story.		
Interpret figures of speech in a story.		
Writing Workshop: Comparing Texts		
Apply academic vocabulary terms to formal writing.		
Compare the development of theme in two literary works from the same period.		
Compose a five-paragraph literary analysis essay.		
I, too, Am America: The Harlem Renaissance and Contemporary Voices		
Poetry of Langston Hughes		
Analyze the rhythm and repetition in a poem.		
Compare and contrast the imagery, sensory details, and themes in two poems by the same author.		
Make observations about the role of the speaker in a poem.		
<i>Brown v. Board of Education</i>		
Analyze reasoning in a Supreme Court opinion.		
Apply background knowledge of the US Constitution and segregation policies in twentieth-century America to a text.		
Evaluate the premises, purposes, and arguments in a seminal US text.		
Martin Luther King Jr. and Civil Disobedience		
Analyze the effectiveness of the structure an author uses in an argument.		
Examine and evaluate the use of allusions in a text.		
Summarize the author's purpose of a letter.		
Experiencing and Reliving Vietnam		
Compare and contrast texts of different genres on the same topic.		
Examine how an author structures a text to create tension and conflict.		
Identify the use of frame story, flashback, and sequencing in a short story.		
Critiques of American Society in Science Fiction		
Analyze how an author uses irony and satire in science fiction.		
Examine the impact of character development in a story.		
Generate questions to interpret societal messages in science fiction.		

Unit	Lesson	Lesson Objectives
		<p>Contemporary American Indian Voices</p> <ul style="list-style-type: none"> Analyze the central ideas in a text in relation to cultural context. Determine figurative and symbolic meanings. Examine character traits and motivations through dialogue. <p>Latin American Magic Realist Voices</p> <ul style="list-style-type: none"> Analyze how an author structures a text for meaning and aesthetic impact. Distinguish the features of magic realism from realistic and fantasy fiction. Monitor comprehension while reading and synthesize a text. <p>Choosing Language for Context and Purpose</p> <ul style="list-style-type: none"> Apply strategies to determine how language functions in different contexts. Recognize and correctly make meaning out of words and phrases. Use consistent style and tone when writing. <p>Exploring Cultural Identity through Language</p> <ul style="list-style-type: none"> Analyze the way an author establishes voice. Evaluate the style and effectiveness of rhetoric. Synthesize and contrast the arguments of two texts. <p>Asian American Voices</p> <ul style="list-style-type: none"> Analyze how central ideas are built in an essay. Make inferences about a text and cite evidence to support the analysis. Summarize the central ideas in an essay.
Globalization and the Information Age: Postmodernism into the Twenty-First Century		
		<p>A Look at the Fast-Food Industry by Eric Schlosser</p> <ul style="list-style-type: none"> Analyze how the author develops central ideas. Critique the author's use of reasoning to support an argument. Use academic language to make meaning of a text. <p>The Poetry of Physics</p> <ul style="list-style-type: none"> Cite evidence to analyze messages within and between texts. Evaluate information from different sources and media. Summarize and compare the central ideas of two texts. <p>Anticipating the Future through Texts: <i>Visions</i></p> <ul style="list-style-type: none"> Analyze how an author's ideas are developed over a series of texts. Determine the meaning of key terms in a text. Summarize an author's arguments and purpose.

Unit	Lesson	Lesson Objectives
		<p>Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i></p> <ul style="list-style-type: none"> Analyze an argument for structure and logic. Evaluate evidence in an argument. Summarize central ideas in a text and analyze their development. <p>Correct Modifiers and Concise Wording</p> <ul style="list-style-type: none"> Apply strategies to improve expression in conventional language. Locate and correct dangling, misplaced, and troublesome modifiers. Recognize and revise wordiness and redundancy in writing. <p>Research Workshop: Writing and Presenting the Argumentative Essay, Part 1</p> <ul style="list-style-type: none"> Conduct appropriate research using relevant print and digital sources, with standard source citation. Construct an argumentative essay that supports a specific claim. Edit and rewrite for word choice and sentence fluency. Organize and write a clear, coherent argumentative essay based on reason and evidence using an appropriate style. Revise for the writing traits of ideas and organization. <p>Research Workshop: Writing and Presenting the Argumentative Essay, Part 2</p> <ul style="list-style-type: none"> Create a presentation that makes strategic use of a variety of digital media. Present information clearly for the targeted audience, with supporting evidence. Write an argumentative speech that demonstrates a clear command of formal English.