



# Commonwealth Charter Academy

## Board of Trustees Meeting

June 12, 2024

Held In Person and Virtually Via Zoom Video Conference

8:30 AM Executive Session/9:00 AM Public Session

1 Innovation Way

Harrisburg, PA 17110

Contact Sharon Pallotta at 717-710-3300 ext. 11165 (Office) or [REDACTED]

**Commonwealth Charter Academy**  
**AGENDA FOR THE BOARD OF TRUSTEES MEETING**

One Innovation Way, Harrisburg, PA 17110

*June 12, 2024*

*Executive Session Starting at 8:30 AM*

*Public Meeting Anticipated Start 9:00 AM*

**I. Executive Session – J. Piccola**

**II. Call to Order – J. Piccola**

**III. Roll Call – J. Piccola**

**IV. Annual Meeting – P. Murren**

**V. Approval of Agenda – J. Piccola**

**VI. Public Comment – J. Piccola**

The Board welcomes participation by the members of the public in person, via telephone, or via Zoom video conference. If you would like to speak at the Board meeting, contact [spallotta@ccaeducate.me](mailto:spallotta@ccaeducate.me) to register to address the Board by 5:00 PM on May 14, 2024. Public comments may only address items listed on the agenda.

**VII. Approval of Consent Items – J. Piccola**

- a. Approval of Minutes from May 15, 2024 Board Meeting
- b. Approval of Board Payables
- c. Approval of Staffing Report
- d. Approval of Board Policies (Second Reading)
- e. Approval of proposals, purchases, and agreements
- f. Approval of CCA 2024-25 Learner Handbook
- g. Approval of CCA 2024-25 Employee Handbook

**VIII. Approval of Action Items – J. Piccola**

- a. Approval of proposals, purchases, and agreements
- b. Approval of 2024-27 Commonwealth Charter Academy Comprehensive Plan
- c. Approve executive employment terms as discussed in Executive Session and authorize Board Chairman, Compensation Committee Chairman, and solicitor to finalize employment agreements.

**IX. Oral Reports**

- a. Operations Report – R. Datorre
- b. Finance and Administration Report – F. Russo and R. Baker
- c. President and CEO Report – T. Longenecker

**X. Information Items – J. Piccola**

**XI. Board Member Comments**

**XII. Adjourn – Next meeting August 14, 2024, at 8:30 AM beginning with an Executive Session. The Public Session will begin at 9:00 AM or at the conclusion of the Executive Session if later.**



**Commonwealth Charter Academy (CCA)**  
**MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING**  
May 15, 2024, at 8:30 AM

**Held at the following location:**

One Innovation Way  
Harrisburg, PA 17110

Held In-Person and Virtually

**I. Call to Order**

Mr. Piccola, Board Chairman, called the meeting to order at 8:37 a.m. when all participants were present and able to hear each other.

**II. Roll Call**

Ms. Pallotta conducted roll call for the Board of Trustees. Mr. Longenecker conducted roll call for the guests present.

Board Members Present: Lil Jackson, Jeffrey Piccola, Marcus Hite, Rob Barr, Joe Curcillo, Jeff Haste

Guests Present: Tom Longenecker, President and CEO; Roberto Datorre, Rob Schultz, Sharon Pallotta, Bryon Klingel, Tim Eller, Danielle Mariano, Ryan Baker, Faith Russo, Natasha Shane, Christy Sink, Joanna Shelley, School Staff; Katherine Fitzpatrick, Phil Murren, Board Counsel; Timothy Potts, Brian Kimmett

Guests Via Video Zachary Miller, Zoe Miller

**III. Executive Session**

The Board entered Executive Session at 8:37 a.m. Executive Session was held to discuss legal matters, personnel matters, Special Education matters, proprietary matters, and confidential student matters.

Executive Session ended at 10:20 a.m.

Public Session began at 10:25 a.m.

#### **IV. Approval of Agenda**

Mr. Piccola, Board Chairman asked the Board if there were any other changes to be made to the agenda. There being no further items to discuss, a motion was made by Mr. Haste and seconded by Mr. Hite to approve the May 15, 2024 board meeting agenda.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes.

#### **V. Public Comment**

Mr. Potts offered comments on various agenda items which included the board meeting minutes, Policy 4-30, facilities contracts, career programs, legal contracts, and the administrative guidelines for high school graduation.

#### **VI. Approval of Consent Items – J. Piccola**

Mr. Piccola asked the Board if there were any items from the Consent Items that they wanted to be moved to Action Items for discussion or tabled. There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Curcillo to approve the Consent Items as follows:

- a. Approval of Minutes from April 10, 2024, Board meeting
- b. Approval of Board Payables
- c. Approval of Staffing Report
- d. Approval of Board Policies (First Reading)
- e. Approval of Board Policies (Second Reading)
- f. Approval of proposals, agreements, and purchases

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes.

#### **VII. Approval of Action Items – J. Piccola**

- a. Approval of proposals, agreements, and purchases

Mr. Longenecker referred the Board to the Action Items table in the board packet.

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson to approve the proposals, agreements, and purchases.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes.

- b. Approval of Administrative Guidelines, High School Graduation

Mr. Datorre informed the Board that the Administrative Guidelines for High School Graduation were developed pursuant to CCA's graduation policy and are consistent with the Pennsylvania school code.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Haste to approve the Administrative Guidelines, High School Graduation.

Ms. Pallotta conducted a roll call vote. The motion passed with 6 affirmative votes.



## VIII. Oral Reports

### a. Operations Report

Mr. Datorre informed the Board that the CCA high school graduations will take place soon, and he encouraged the Board members to attend a ceremony.

Mr. Datorre reported the following:

- CCA expects 72 learners to participate in Career Readiness graduation ceremonies in person and 275 learners to participate in virtual Career Readiness graduation ceremonies.
- The Special Education department completed 8,852 IEP meetings through March 31, 2024.
- CCA's AgWorks and TechWorks programs held in-person and virtual celebrations for their GROW and ROBOT programs. CCA families expressed gratitude for the opportunity for their learners in these programs.
- This week is the last week to enroll with CCA for the 2023-24 school year.
- CCA's enrollment as of May 15, 2024, is 29,199 learners. The number of students with IEPs is 9,109.
- CCA's current Intent to Return "yes" response rate is 96.6%.
- Close to 1,000 new families submitted CCA enrollment applications for the 2024-25 school year.
- Virtual Information Sessions are ongoing in order to hire staff for the next school year. The first in-person Information Session will take place at the Malvern Family Service Center on May 29 at 5 PM.

Mr. Piccola inquired about CCA's enrollment number on the first day of the 2023-24 school year. Mr. Datorre added that CCA's enrollment number on the first day of the 2023-24 school year was 23,058, a 26.6% growth in the number of learners enrolled from the first day of the previous school year. Mr. Piccola inquired about the Intent to Return number at this time last year. Mr. Datorre added that there were 12% fewer Intent to Return "yes" responses at this time last year.

Mr. Hite inquired if CCA stops evaluating students for IEPs at the end of the school year. Mr. Datorre informed Mr. Hite that CCA engages the IEP team as soon as an IEP evaluation is needed. Mr. Longenecker added that CCA does not have a shut-off time for IEP evaluations and the evaluations continue over the summer.

Mr. Datorre continued to report the following:

- Staffing remains strong as CCA continues to hire for a 23:1 teacher ratio.
- Over 100 teachers committed to start the 2024-25 school year with CCA. CCA will continue to hire over the summer.
- CCA staff members Joanna Shelley and Nicole Smith will graduate from the Leadership Harrisburg Area Executive Series class on May 17, 2024. Staff member Andrea Azzalina will graduate from the Leadership Harrisburg Area Community Series class on the same day.

Mr. Datorre shared CCA graduate updates with the Board.

Mr. Datorre thanked Zoe and Zachary Miller, CCA students for attending today's Board meeting and for pushing CCA to develop new programs. As a result of discussions with Zachary and Zoe Miller, CCA will begin an Art Honors Society next school year. Zachary and Zoe Miller wrote and illustrated the Comet's Alphabet Adventure coloring book which CCA published last year. The Board thanked Zoe and Zachary for their continued involvement with CCA.

b. Finance and Administration Report

Ms. Russo reviewed the Facilities Report with the Board. Ms. Russo informed the Board of the results of the Every Student Succeeds Act (ESSA) monitoring. CCA received a clean monitoring on both the program and fiscal aspects regarding the 2023-24 school year ESSA funds.

Mr. Baker reviewed the financial reports with the Board. Mr. Baker reported that CCA will receive a Special Education contingency fund of a maximum of \$150,000. Mr. Baker explained that the contingency fund received is for high-cost learners, and it is the first time in three years that CCA has received the funds.

Mr. Piccola inquired when CCA will receive the contingency funds. Mr. Baker informed Mr. Piccola that CCA will receive the contingency funds in June 2024.

c. President and CEO Report

Mr. Longenecker informed the Board of the following:

- The PA Coalition of Charter Schools held a family rally at the Capitol with approximately 125 attendees. Approximately 30 CCA families participated in the rally.
- 2,402 CCA learners will graduate at the upcoming graduations. 1,975 of these graduates will appear at an in-person ceremony. Mr. Longenecker reviewed the graduate counts for each venue.
- A CCA alumnus will speak at each graduation ceremony.
- Approximately 16,800 guests are expected to attend the in-person graduations. There are approximately 4,600 guests expected at the Philadelphia in-person graduation.

**IX. Information Items**

Mr. Piccola reminded the Board that the reorganization meeting will take place at the June 12, 2024, board meeting and the Board will re-elect officers for the 2024-25 school year.

**X. Board Trustee Comments**

There were no Board Trustee comments.

**XI. Adjournment and Next Meeting Date June 12, 2024, at 8:30 AM**

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for June 12, 2024, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:06 AM.

Approved on \_\_\_\_\_

\_\_\_\_\_

Faith Russo, Assistant Secretary

**Commonwealth Charter Academy**  
**Check Register**  
**4/30/2024**

**Fund 10 - General Operating Account & Payroll Account**

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
20724	04/05/24	CAPITAL REGION WATE	\$ 3,692.00
20725	04/05/24	LEHIGH VALLEY IRONP	11,000.00
20726	04/05/24	PECO	384.44
20727	04/05/24	PECO	135.20
20728	04/05/24	TD MILLS PROMOTIONA	1,277.97
20729	04/05/24	TD MILLS PROMOTIONA	319.60
20730	04/05/24	VERSTEEL	2,476.50
20731	04/05/24	GIRL SCOUTS IN THE	900.00
20732	04/05/24	GIRL SCOUTS IN THE	900.00
20733	04/05/24	GIRL SCOUTS IN THE	900.00
20734	04/05/24	BLICK ART MATERIALS	4,275.72
20735	04/05/24	BLICK ART MATERIALS	24,206.33
20736	04/05/24	BLICK ART MATERIALS	133,385.49
20737	04/05/24	HOME SCIENCE TOOLS	1,942.50
20738	04/05/24	HOME SCIENCE TOOLS	37,976.75
20739	04/05/24	HOME SCIENCE TOOLS	75,900.00
20740	04/05/24	PATRIOT SIGNAGE INC	7,686.00
20741	04/05/24	M3 MUSIC THERAPY LL	580.00
20742	04/05/24	KATHY J LEE	16,025.68
20743	04/05/24	RESPONSIBLE DOCUMEN	85.00
20744	04/05/24	UGI PENN NATURAL GA	356.47
20745	04/05/24	UPS	22.29
20746	04/05/24	UPS	25.08
20747	04/05/24	UPS	940.27
20748	04/05/24	UPS	731.26
20749	04/05/24	UPS	7.59
20750	04/05/24	UPS	98.03
20751	04/05/24	UPS	44.46
20752	04/05/24	MARCO TECHNOLOGIES	17.85
20753	04/05/24	MARCO TECHNOLOGIES	1,474.88
20754	04/05/24	YELLOW BREECHES EDU	9,053.90
20755	04/05/24	LANCASTER BARNSTORM	2,600.00
20756	04/05/24	LANCASTER BARNSTORM	2,600.00
20757	04/05/24	LANCASTER BARNSTORM	2,600.00
20758	04/05/24	GUARDIAN CSC	576.96
20759	04/05/24	GUARDIAN CSC	446.00
20760	04/05/24	TCB PROMOTIONS	1,423.00
20761	04/05/24	TCB PROMOTIONS	1,065.50
20762	04/05/24	AQUA PENNSYLVANIA	1,419.39
20763	04/05/24	AQUA PENNSYLVANIA	434.00
20764	04/05/24	BROGAN LANDSCAPING	87.75
20765	04/05/24	PREMIUM POWER SERVI	1,823.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
20766	04/05/24	PREMIUM POWER SERVI	716.00
20767	04/05/24	OT & ME, LLC	61,259.67
20768	04/05/24	MOHEGAN SUN ARENA A	250.00
20769	04/05/24	M & J WILKOW PROPER	1,429.61
20770	04/05/24	LEHIGH COUNTY AGRIC	1,500.00
20771	04/05/24	MOTIVATED YOUNG SCH	11,298.40
20772	04/05/24	██████████	192.96
20773	04/05/24	SCHOOL SPECIALTY LL	1,474.00
20774	04/05/24	VISION SERVICE PLAN	65.10
20775	04/05/24	TODAY MEDIA CUSTOM	1,885.00
20776	04/05/24	TRUE MARKETING	43,815.45
20777	04/05/24	TRUE MARKETING	145.11
20778	04/05/24	DC THERAPY	665.74
20779	04/05/24	DC THERAPY	665.74
20780	04/05/24	NORTHEAST PENNSYLV	6,333.36
20781	04/05/24	SERVICE1ST RESTORAT	25,000.00
20782	04/05/24	CONNECTED TELETHERA	1,984.50
20783	04/05/24	COLUMBIA GAS OF PEN	32.88
20784	04/05/24	NEXTGEN SECURITY, L	5,116.48
20785	04/05/24	I Q PEST SOLUTIONS	60.00
20786	04/05/24	██████████	20.00
20787	04/05/24	COMMUNITY COLLEGE O	17,036.95
20788	04/05/24	WELLSPAN PHILHAVEN	506.25
20789	04/05/24	CITY TREASURER	509.60
20790	04/05/24	CITY TREASURER	1,871.25
20791	04/05/24	RIVERVIEW INTERMEDI	2,640.18
20792	04/05/24	JGF FUNDING LLC	887.14
20793	04/05/24	JGF FUNDING LLC	51.78
20794	04/05/24	KURTZ BROS	6,188.33
20795	04/05/24	ANAGO FRANCHISING,	267.50
20796	04/05/24	QUADIENT FINANCE US	550.00
20797	04/05/24	HIGHER INFORMATION	240.00
20798	04/05/24	HIGHER INFORMATION	208.14
20799	04/05/24	HIGHER INFORMATION	442.14
20800	04/05/24	JFC GLOBAL	4,296.05
20801	04/05/24	LETS THERAPY	385.00
20802	04/05/24	LETS THERAPY	3,217.50
20803	04/05/24	JR PETERS INC	230.00
20804	04/05/24	DUQUESNE LIGHT COMP	1,442.05
20805	04/05/24	██████████	40.00
20806	04/05/24	ELK AIR CONDITIONIN	540.00
20807	04/05/24	ELK AIR CONDITIONIN	417.00
20808	04/05/24	ELK AIR CONDITIONIN	822.00
20809	04/05/24	██████████	40.00
20810	04/05/24	REMEDIA PUBLICATION	1,226.23
20811	04/05/24	WITT PEST MANAGEMEN	95.00
20812	04/05/24	WITT PEST MANAGEMEN	95.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
20813	04/05/24	WITT PEST MANAGEMEN	95.00
20814	04/05/24	SETTLERS HOSPITALIT	1,000.00
20815	04/05/24	CURRICULUM ASSOCIAT	13,872.00
20816	04/05/24	LEVIN PROMOTIONAL P	9.00
20817	04/05/24	MCNEES WALLACE & NU	7,440.00
20818	04/05/24	LANCASTER-LEBANON I	2,423.38
20819	04/05/24	CAROL WALCK & ASSOC	1,072.00
20820	04/05/24	ABA SUPPORT SERVICE	11,103.80
20821	04/05/24	VIRTUAL COUNSELOR	19,829.58
20822	04/05/24	TRACY GEIST THERAPY	2,339.20
20823	04/05/24	ALLEGHENY INTERMEDI	1,493.33
20824	04/05/24	MCANDREWS MEHALICK	1,000.00
20825	04/05/24	APPALACHIA INTERMED	575.00
20826	04/05/24	PEOPLES NATURAL GAS	167.70
20827	04/05/24	PEOPLES NATURAL GAS	127.80
20828	04/05/24	PEOPLES NATURAL GAS	23.23
20829	04/05/24	PEOPLES NATURAL GAS	332.57
20830	04/05/24	PEOPLES NATURAL GAS	99.81
20831	04/05/24	PPL ELECTRIC UTILIT	198.16
20832	04/05/24	PPL ELECTRIC UTILIT	11,078.17
20833	04/12/24	THE BULK BOOKSTORE	78,836.00
20834	04/12/24	THE BULK BOOKSTORE	183,992.00
20835	04/12/24	CAPITAL REGION WATE	1,103.66
20836	04/12/24	HOME SCIENCE TOOLS	167,708.75
20837	04/12/24	INTERSTATE TAX SERV	1,689.60
20838	04/12/24	ARCHER PEST CONTROL	150.00
20839	04/12/24	OPENING DOORS THERA	72,395.86
20840	04/12/24	UGI PENN NATURAL GA	1,479.61
20841	04/12/24	UGI PENN NATURAL GA	3,205.07
20842	04/12/24	UGI PENN NATURAL GA	960.44
20843	04/12/24	UPS	31.99
20844	04/12/24	UPS	280.49
20845	04/12/24	UPS	141.87
20846	04/12/24	MERAKEY PENNSYLVANI	524.00
20847	04/12/24	WESTMORELAND INTERM	409.50
20848	04/12/24	CAPITAL AREA INTERM	24,067.85
20849	04/12/24	ARMSTRONG	650.00
20850	04/12/24	ZITO BUSINESS	5,546.52
20851	04/12/24	JEFFREY T SUTTON	66.00
20852	04/12/24	YELLOW BREECHES EDU	8,479.78
20853	04/12/24	YELLOW BREECHES EDU	9,053.90
20854	04/12/24	SHANNON CONSTRUCTIO	8,246.49
20855	04/12/24	EXPRESSIVE PATHWAYS	1,430.15
20856	04/12/24	GREATER JOHNSTOWN W	28.99
20857	04/12/24	GREATER JOHNSTOWN W	302.60
20858	04/12/24	SERVICE ELECTRIC CA	363.89
20859	04/12/24	SERVICE ELECTRIC CA	243.38

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
20860	04/12/24	SERVICE ELECTRIC CA	184.90
20861	04/12/24	CIRCLE SPEECH SERVI	1,450.00
20862	04/12/24	ARENA COMMONS, LLC	8,813.01
20863	04/12/24	NEIU 19	885.46
20864	04/12/24	KERRI LYNN (GARBINS	2,562.00
20865	04/12/24	CAMCO PHYSICAL & OC	2,402.42
20866	04/12/24	CAMCO PHYSICAL & OC	1,975.55
20867	04/12/24	ABA CONSULTANTS PLL	18,892.40
20868	04/12/24	THE VISTA SCHOOL	2,120.08
20869	04/12/24	CONESTOGA BEHAVIORA	5,768.68
20870	04/12/24	PINNACLE CLEANING S	3,696.00
20871	04/12/24	PINNACLE CLEANING S	3,696.00
20872	04/12/24	PINNACLE CLEANING S	3,696.00
20873	04/12/24	PINNACLE CLEANING S	14,784.00
20874	04/12/24	PINNACLE CLEANING S	2,310.00
20875	04/12/24	JOHNSON COLLEGE	1,296.00
20876	04/12/24	JOHNSON COLLEGE	5,420.00
20877	04/12/24	JOHNSON COLLEGE	4,000.00
20878	04/12/24	JOHNSON COLLEGE	4,250.00
20879	04/12/24	JOHNSON COLLEGE	3,050.00
20880	04/12/24	JOHNSON COLLEGE	3,250.00
20881	04/12/24	JOHNSON COLLEGE	648.00
20882	04/12/24	JOHNSON COLLEGE	3,450.00
20883	04/12/24	JOHNSON COLLEGE	4,050.00
20884	04/12/24	JOHNSON COLLEGE	3,850.00
20885	04/12/24	JOHNSON COLLEGE	3,250.00
20886	04/12/24	JOHNSON COLLEGE	1,296.00
20887	04/12/24	JOHNSON COLLEGE	3,850.00
20888	04/12/24	JOHNSON COLLEGE	3,450.00
20889	04/12/24	JOHNSON COLLEGE	3,450.00
20890	04/12/24	JOHNSON COLLEGE	648.00
20891	04/12/24	JOHNSON COLLEGE	1,296.00
20892	04/12/24	JOHNSON COLLEGE	3,650.00
20893	04/12/24	██████████	176.88
20894	04/12/24	PHILADELPHIA WOODWO	3,400.00
20895	04/12/24	JO ANN PALMER	1,310.62
20896	04/12/24	SCHOOL SPECIALTY LL	16,380.00
20897	04/12/24	SCHOOL SPECIALTY LL	966.00
20898	04/12/24	SCHOOL SPECIALTY LL	394.50
20899	04/12/24	SCHOOL SPECIALTY LL	21,783.27
20900	04/12/24	SCHOOL SPECIALTY LL	17,414.25
20901	04/12/24	SCHOOL SPECIALTY LL	3,326.60
20902	04/12/24	██████████	740.00
20903	04/12/24	TNF LOGISTICS LLC	12,485.00
20904	04/12/24	TWFK LLC	6,126.25
20905	04/12/24	DYNAMICWEB NORTH AM	2,200.00
20906	04/12/24	DYNAMICWEB NORTH AM	32.28

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
20907	04/12/24	DYNAMICWEB NORTH AM	250.00
20908	04/12/24	COMPUTER DESIGN & I	2,113.96
20909	04/12/24	COMPUTER DESIGN & I	3,800.75
20910	04/12/24	CHARTER CHOICES INC	3,296.80
20911	04/12/24	KORU STRATEGY GROUP	17,666.66
20912	04/12/24	SMITH SPEECH & LANG	2,662.00
20913	04/12/24	BOROUGH OF WYOMISSI	175.13
20914	04/12/24	BOROUGH OF WYOMISSI	83.79
20915	04/12/24	BOROUGH OF WYOMISSI	435.79
20916	04/12/24	GENSERVE LLC	2,553.00
20917	04/12/24	BLAIR THERAPIES	2,447.50
20918	04/12/24	APPROVED NETWORKS L	3,230.00
20919	04/12/24	APPROVED NETWORKS L	1,525.00
20920	04/12/24	MOUNT POCONO MUNICI	4,466.33
20921	04/12/24		2,946.56
20922	04/12/24		200.00
20923	04/12/24	UNIVERSITY OF HOUST	1,000.00
20924	04/12/24	GROOVY TIME SPEECH	4,727.00
20925	04/12/24	NORTHEAST PENNSYLVA	6,333.36
20926	04/12/24	CONNECTED TELETHERA	1,732.50
20927	04/12/24	GYM-JAM THERAPEUTIC	534.49
20928	04/12/24	SUGAR PLUM SPEECH L	15,301.00
20929	04/12/24	LUGAILA MECHANICAL	747.20
20930	04/12/24	LUGAILA MECHANICAL	4,630.00
20931	04/12/24	SENTRY ALARM CO INC	1,619.90
20932	04/12/24	CUMBERLAND FRANKLIN	111.00
20933	04/12/24	IVY HILL FOUNDATION	330.00
20934	04/12/24	ZAYO GROUP LLC	2,540.00
20935	04/12/24	DTB FIRE PROTECTION	270.00
20936	04/12/24	BLUE RIDGE COMMUNIC	151.01
20937	04/12/24	ANAGO FRANCHISING,	6,815.00
20938	04/12/24	ANAGO FRANCHISING,	4,990.00
20939	04/12/24	ANAGO FRANCHISING,	3,199.30
20940	04/12/24	WALK & ROLL PEDIATR	7,329.00
20941	04/12/24		93.28
20942	04/12/24	HIGHER INFORMATION	15.08
20943	04/12/24	JFC GLOBAL	3,911.08
20944	04/12/24	TRUSTLINK TECHNOLGI	540.00
20945	04/12/24	BEDROCK COMMUNITY S	132.78
20946	04/12/24	BEDROCK COMMUNITY S	375.56
20947	04/12/24	BEDROCK COMMUNITY S	348.06
20948	04/12/24	UNSTOPPABLE THERAPY	256.00
20949	04/12/24	CONVERGEONE, INC	16,690.50
20950	04/12/24	ALL SERVICE BUILDIN	2,993.00
20951	04/12/24	CALDWELL'S WINDOWAR	896.00
20952	04/12/24	DUQUESNE LIGHT COMP	4,810.72
20953	04/12/24	DUQUESNE LIGHT COMP	1,834.78



CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
20954	04/12/24	DUQUESNE LIGHT COMP	436.97
20955	04/12/24	DUQUESNE LIGHT COMP	2,779.84
20956	04/12/24	INTERSTATE MAINTENA	9,389.29
20957	04/12/24	TK ELEVATOR CORPORA	526.73
20958	04/12/24	TK ELEVATOR CORPORA	12,796.80
20959	04/12/24	TK ELEVATOR CORPORA	17,743.50
20960	04/12/24	ELK AIR CONDITIONIN	525.00
20961	04/12/24	HAT ENTERPRISES LLC	1,425.00
20962	04/12/24	WEST PENN POWER	511.13
20963	04/12/24	STEPHANIE HUTCHMAN	1,500.00
20964	04/12/24	OVERNIGHT OFFICE IN	789.65
20965	04/12/24	OVERNIGHT OFFICE IN	735.00
20966	04/12/24	SUNSET RINK INC	120.00
20967	04/12/24	LANCASTER-LEBANON I	2,333.14
20968	04/12/24	DELAWARE COUNTY INT	30,606.32
20969	04/12/24	LIBERTY THERAPY SOL	39,124.71
20970	04/12/24	BETHLEHEM PEDIATRIC	2,426.25
20971	04/12/24	BETHLEHEM PEDIATRIC	2,958.31
20972	04/12/24	VALLEY FAMILY THERA	1,753.50
20973	04/12/24	LIVING UNLIMITED IN	14,130.15
20974	04/12/24	THE HOPE LEARNING C	39,593.48
20975	04/12/24	KIRSTEN L STIFFLER	3,360.00
20976	04/12/24	PEDIATRIC THERAPY A	3,021.75
20977	04/12/24	ASSOCIATED OCCUPATI	621.19
20978	04/12/24	K-12 THERAPY	45,061.36
20979	04/12/24	JOHN'S LAWN SERVICE	2,620.00
20980	04/12/24	ROWE'S PRINT SHOP L	149.60
20981	04/12/24	PENN POWER	6,434.56
20982	04/12/24	PPL ELECTRIC UTILIT	666.91
20983	04/12/24	PPL ELECTRIC UTILIT	889.25
20984	04/12/24	PPL ELECTRIC UTILIT	633.78
20985	04/19/24	[REDACTED]	80.00
20986	04/19/24	[REDACTED]	170.00
20987	04/19/24	[REDACTED]	300.00
20988	04/19/24	[REDACTED]	220.00
20989	04/19/24	[REDACTED]	175.00
20990	04/19/24	[REDACTED]	300.00
20991	04/19/24	[REDACTED]	252.00
20992	04/19/24	[REDACTED]	122.00
20993	04/19/24	[REDACTED]	280.00
20994	04/19/24	[REDACTED]	300.00
20995	04/19/24	[REDACTED]	600.00
20996	04/19/24	[REDACTED]	300.00
20997	04/19/24	[REDACTED]	200.00
20998	04/19/24	[REDACTED]	300.00
20999	04/19/24	[REDACTED]	300.00
21000	04/19/24	[REDACTED]	300.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
21001	04/19/24	[REDACTED]	156.00
21002	04/19/24	[REDACTED]	70.00
21003	04/19/24	[REDACTED]	125.00
21004	04/19/24	[REDACTED]	150.00
21005	04/19/24	[REDACTED]	270.00
21006	04/19/24	[REDACTED]	300.00
21007	04/19/24	[REDACTED]	110.00
21008	04/19/24	[REDACTED]	600.00
21009	04/19/24	[REDACTED]	300.00
21010	04/19/24	[REDACTED]	300.00
21011	04/19/24	[REDACTED]	300.00
21012	04/19/24	[REDACTED]	189.45
21013	04/19/24	[REDACTED]	300.00
21014	04/19/24	[REDACTED]	300.00
21015	04/19/24	[REDACTED]	300.00
21016	04/19/24	[REDACTED]	152.00
21017	04/19/24	[REDACTED]	523.00
21018	04/19/24	[REDACTED]	300.00
21019	04/19/24	[REDACTED]	300.00
21020	04/19/24	[REDACTED]	120.00
21021	04/19/24	[REDACTED]	280.00
21022	04/19/24	[REDACTED]	89.00
21023	04/19/24	[REDACTED]	169.50
21024	04/19/24	[REDACTED]	90.00
21025	04/19/24	[REDACTED]	774.00
21026	04/19/24	[REDACTED]	300.00
21027	04/19/24	[REDACTED]	300.00
21028	04/19/24	[REDACTED]	300.00
21029	04/19/24	[REDACTED]	316.75
21030	04/19/24	[REDACTED]	80.00
21031	04/19/24	[REDACTED]	300.00
21032	04/19/24	[REDACTED]	600.00
21033	04/19/24	[REDACTED]	70.00
21034	04/19/24	[REDACTED]	81.00
21035	04/19/24	[REDACTED]	235.00
21036	04/19/24	[REDACTED]	300.00
21037	04/19/24	[REDACTED]	300.00
21038	04/19/24	[REDACTED]	300.00
21039	04/19/24	[REDACTED]	125.00
21040	04/19/24	[REDACTED]	300.00
21041	04/19/24	[REDACTED]	420.00
21042	04/19/24	[REDACTED]	600.00
21043	04/19/24	[REDACTED]	300.00
21044	04/19/24	[REDACTED]	220.00
21045	04/19/24	[REDACTED]	7,800.00
21046	04/19/24	[REDACTED]	300.00
21047	04/19/24	[REDACTED]	300.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
21048	04/19/24	[REDACTED]	300.00
21049	04/19/24	[REDACTED]	300.00
21050	04/19/24	[REDACTED]	300.00
21051	04/19/24	[REDACTED]	300.00
21052	04/19/24	[REDACTED]	300.00
21053	04/19/24	[REDACTED]	80.00
21054	04/19/24	[REDACTED]	85.00
21055	04/19/24	[REDACTED]	300.00
21056	04/19/24	[REDACTED]	280.00
21057	04/19/24	[REDACTED]	50.00
21058	04/19/24	[REDACTED]	300.00
21059	04/19/24	[REDACTED]	155.00
21060	04/19/24	[REDACTED]	300.00
21061	04/19/24	[REDACTED]	300.00
21062	04/19/24	[REDACTED]	300.00
21063	04/19/24	[REDACTED]	300.00
21064	04/19/24	[REDACTED]	600.00
21065	04/19/24	[REDACTED]	560.00
21066	04/19/24	[REDACTED]	182.00
21067	04/19/24	[REDACTED]	350.00
21068	04/19/24	[REDACTED]	1,140.00
21069	04/19/24	[REDACTED]	300.00
21070	04/19/24	[REDACTED]	200.00
21071	04/19/24	[REDACTED]	132.00
21072	04/19/24	[REDACTED]	300.00
21073	04/19/24	[REDACTED]	75.00
21074	04/19/24	[REDACTED]	200.00
21075	04/19/24	[REDACTED]	100.00
21076	04/19/24	[REDACTED]	300.00
21077	04/19/24	[REDACTED]	300.00
21078	04/19/24	[REDACTED]	300.00
21079	04/19/24	[REDACTED]	191.25
21080	04/19/24	[REDACTED]	300.00
21081	04/19/24	[REDACTED]	140.00
21082	04/19/24	[REDACTED]	120.00
21083	04/19/24	[REDACTED]	300.00
21084	04/19/24	[REDACTED]	300.00
21085	04/19/24	[REDACTED]	250.00
21086	04/19/24	[REDACTED]	135.00
21087	04/19/24	[REDACTED]	236.00
21088	04/19/24	[REDACTED] L	300.00
21089	04/19/24	[REDACTED]	900.00
21090	04/19/24	[REDACTED]	600.00
21091	04/19/24	[REDACTED]	300.00
21092	04/19/24	[REDACTED]	360.00
21093	04/19/24	[REDACTED]	300.00
21094	04/19/24	[REDACTED]	594.50

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
21095	04/19/24	[REDACTED]	300.00
21096	04/19/24	[REDACTED]	380.00
21097	04/19/24	[REDACTED]	300.00
21098	04/19/24	[REDACTED]	300.00
21099	04/19/24	[REDACTED]	600.00
21100	04/19/24	[REDACTED]	78.00
21101	04/19/24	[REDACTED]	60.00
21102	04/19/24	[REDACTED]	300.00
21103	04/19/24	[REDACTED]	135.00
21104	04/19/24	[REDACTED]	300.00
21105	04/19/24	[REDACTED]	600.00
21106	04/19/24	[REDACTED]	300.00
21107	04/19/24	[REDACTED]	204.00
21108	04/19/24	[REDACTED]	335.00
21109	04/19/24	[REDACTED]	100.00
21110	04/19/24	[REDACTED]	255.00
21111	04/19/24	[REDACTED]	259.00
21112	04/19/24	[REDACTED]	108.00
21113	04/19/24	[REDACTED]	63.00
21114	04/19/24	[REDACTED]	375.00
21115	04/19/24	[REDACTED]	50.00
21116	04/19/24	[REDACTED]	144.00
21117	04/19/24	[REDACTED]	195.00
21118	04/19/24	[REDACTED]	149.00
21119	04/19/24	[REDACTED]	120.00
21120	04/19/24	[REDACTED]	276.00
21121	04/19/24	[REDACTED]	300.00
21122	04/19/24	[REDACTED]	160.00
21123	04/19/24	[REDACTED]	300.00
21124	04/19/24	[REDACTED]	300.00
21125	04/19/24	[REDACTED]	118.12
21126	04/19/24	[REDACTED]	120.00
21127	04/19/24	[REDACTED]	300.00
21128	04/19/24	[REDACTED]	300.00
21129	04/19/24	[REDACTED]	84.00
21130	04/19/24	[REDACTED]	275.00
21131	04/19/24	[REDACTED]	300.00
21132	04/19/24	[REDACTED]	672.00
21133	04/19/24	[REDACTED]	120.00
21134	04/19/24	[REDACTED]	300.00
21135	04/19/24	[REDACTED]	300.00
21136	04/19/24	[REDACTED]	600.00
21137	04/19/24	[REDACTED]	120.00
21138	04/19/24	[REDACTED]	295.00
21139	04/19/24	[REDACTED]	300.00
21140	04/19/24	[REDACTED]	300.00
21141	04/19/24	[REDACTED]	254.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
21142	04/19/24	[REDACTED]	80.00
21143	04/19/24	[REDACTED]	300.00
21144	04/19/24	[REDACTED]	300.00
21145	04/19/24	[REDACTED]	300.00
21146	04/19/24	[REDACTED]	300.00
21147	04/19/24	[REDACTED]	300.00
21148	04/19/24	[REDACTED]	600.00
21149	04/19/24	[REDACTED]	300.00
21150	04/19/24	[REDACTED]	300.00
21151	04/19/24	[REDACTED]	300.00
21152	04/19/24	[REDACTED]	154.00
21153	04/19/24	[REDACTED]	155.00
21154	04/19/24	[REDACTED]	125.00
21155	04/19/24	[REDACTED]	250.00
21156	04/19/24	[REDACTED]	300.00
21157	04/19/24	[REDACTED]	300.00
21158	04/19/24	[REDACTED]	300.00
21159	04/19/24	[REDACTED]	600.00
21160	04/19/24	[REDACTED]	300.00
21161	04/19/24	[REDACTED]	110.00
21162	04/19/24	[REDACTED]	600.00
21163	04/19/24	[REDACTED]	300.00
21164	04/19/24	[REDACTED]	900.00
21165	04/19/24	[REDACTED]	300.00
21166	04/19/24	[REDACTED]	300.00
21167	04/19/24	[REDACTED]	294.00
21168	04/19/24	[REDACTED]	300.00
21169	04/19/24	[REDACTED]	300.00
21170	04/19/24	[REDACTED]	300.00
21171	04/19/24	[REDACTED]	229.00
21172	04/19/24	[REDACTED]	300.00
21173	04/19/24	[REDACTED]	246.00
21174	04/19/24	[REDACTED]	222.00
21175	04/19/24	[REDACTED]	140.00
21176	04/19/24	[REDACTED]	300.00
21177	04/19/24	[REDACTED]	460.00
21178	04/19/24	[REDACTED]	600.00
21179	04/19/24	[REDACTED]	300.00
21180	04/19/24	[REDACTED]	300.00
21181	04/19/24	[REDACTED]	600.00
21182	04/19/24	[REDACTED]	300.00
21183	04/19/24	[REDACTED]	300.00
21184	04/19/24	[REDACTED]	195.00
21185	04/19/24	[REDACTED]	230.00
21186	04/19/24	[REDACTED]	600.00
21187	04/19/24	[REDACTED]	277.00
21188	04/19/24	[REDACTED]	900.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
21189	04/19/24	PECO	53.20
21190	04/19/24	PECO	131.81
21191	04/19/24	PECO	179.96
21192	04/19/24	PECO	341.27
21193	04/19/24	PECO	71.54
21194	04/19/24	PECO	734.38
21195	04/19/24	PECO	448.74
21196	04/19/24	PECO	198.92
21197	04/19/24	PECO	425.90
21198	04/19/24	POWERSCHOOL GROUP L	2,700.00
21199	04/19/24	PENN STATE UNIVERSI	1,035.94
21200	04/19/24	CAROLINA BIOLOGIC S	105,084.00
21201	04/19/24	CAROLINA BIOLOGIC S	1,982.08
21202	04/19/24	PHILLIPS WORKPLACE	569.50
21203	04/19/24	BLICK ART MATERIALS	538.84
21204	04/19/24	WOODLAND HILLS SCHO	13,953.14
21205	04/19/24	M3 MUSIC THERAPY LL	232.00
21206	04/19/24	KATHY J LEE	14,050.00
21207	04/19/24	EDUCATION CENTER WA	15,674.50
21208	04/19/24	UPS	34.29
21209	04/19/24	UPS	9.18
21210	04/19/24	UPS	50.96
21211	04/19/24	UPS	661.74
21212	04/19/24	UPS	62.67
21213	04/19/24	911 RAPID RESPONSE	157,304.00
21214	04/19/24	CROWN CASTLE FIBER	12,062.40
21215	04/19/24	APEX ELEVATOR INSPE	130.00
21216	04/19/24	LAURIE PANTHER	112.00
21217	04/19/24	BAYADA HOME HEALTH	240.00
21218	04/19/24	BAYADA HOME HEALTH	300.00
21219	04/19/24	HUMMINGBIRD ABA THE	7,651.21
21220	04/19/24	ART COMMUNICATION S	107.00
21221	04/19/24	ART COMMUNICATION S	83.00
21222	04/19/24	M & J WILKOW PROPER	2,645.43
21223	04/19/24	NEURODIVERSITY CONS	8,000.00
21224	04/19/24	ABIT CONSULTING GRO	16,507.25
21225	04/19/24	COMPUTER DESIGN & I	13,355.28
21226	04/19/24	GENSERVE LLC	3,164.00
21227	04/19/24	CRANBERRY TOWNSHIP	8.00
21228	04/19/24	CRANBERRY TOWNSHIP	670.82
21229	04/19/24	BUSTLETON MEMORIAL	1,500.00
21230	04/19/24	NORTHEAST PENNSYLVA	6,333.36
21231	04/19/24	COLUMBIA GAS OF PEN	243.71
21232	04/19/24	MICHAEL ZAMPETTI	1,244.01
21233	04/19/24	MICHAEL ZAMPETTI	4,055.00
21234	04/19/24	GEYER INSTRUCTIONAL	14,384.00
21235	04/19/24	UHS OF PA, INC	700.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
21236	04/19/24	CAMERELL DESIGNS, I	2,479.00
21237	04/19/24	WELLSPAN PHILHAVEN	250.00
21238	04/19/24	MMC LAND MANAGEMENT	2,077.78
21239	04/19/24	PAIGE ALEXANDRA WEA	2,115.78
21240	04/19/24	C & A SCIENTIFIC CO	108,457.04
21241	04/19/24	ELEVATOR CONSTRUCTI	95.00
21242	04/19/24	ANAGO FRANCHISING,	4,990.00
21243	04/19/24	ANAGO FRANCHISING,	6,815.00
21244	04/19/24	UGI CORPORATION	1,407.08
21245	04/19/24	SAINT JOSEPH'S UNIV	4,380.00
21246	04/19/24	QUADIENT FINANCE US	100.00
21247	04/19/24	HIGHER INFORMATION	225.00
21248	04/19/24	JFC GLOBAL	2,229.32
21249	04/19/24	LETS THERAPY	2,145.00
21250	04/19/24	UNSTOPPABLE THERAPY	13,118.12
21251	04/19/24	CONVERGEONE, INC	5,563.50
21252	04/19/24	DUQUESNE LIGHT COMP	4,923.14
21253	04/19/24	DUQUESNE LIGHT COMP	4,253.81
21254	04/19/24	WEST PENN POWER	1,041.88
21255	04/19/24	BRINKS HOME/MONITRO	2,644.80
21256	04/19/24	POCONOBIKERENTAL.CO	363.93
21257	04/19/24	SUSAN FICKEN PEDIAT	526.64
21258	04/19/24	CONSTRUCTIVE PLAYTH	645.62
21259	04/19/24	WILLIAMSPORT MUNICI	202.50
21260	04/19/24	WILLIAMSPORT MUNICI	3.33
21261	04/19/24	WILLIAMSPORT MUNICI	44.17
21262	04/19/24	WILLIAMSPORT MUNICI	11.25
21263	04/19/24	LEVIN PROMOTIONAL P	142.00
21264	04/19/24	MCNEES WALLACE & NU	8,095.00
21265	04/19/24	MCNEES WALLACE & NU	3,009.00
21266	04/19/24	LEVEL 3 COMMUNICATI	2,825.03
21267	04/19/24	JODI-LEE DUSCHAK	2,820.00
21268	04/19/24	COUNTYWIDE TRANSPOR	4,410.00
21269	04/19/24	SAYEGH PEDIATRIC TH	12,163.90
21270	04/19/24	EASTER SEALS WESTER	8,597.00
21271	04/19/24	LEG UP FARM INC	5,360.08
21272	04/19/24	EASTER SEALS OF SEP	1,995.50
21273	04/19/24	EFAX CORPORATE	344.53
21274	04/19/24	DAVIS LANDSCAPE LTD	2,015.00
21275	04/19/24	ROWE'S PRINT SHOP L	1,592.22
21276	04/19/24	PEOPLES NATURAL GAS	19.61
21277	04/19/24	PEOPLES NATURAL GAS	361.95
21278	04/19/24	PENELEC	1,650.26
21279	04/19/24	PENELEC	2,420.98
21280	04/19/24	PPL ELECTRIC UTILIT	386.41
21281	04/19/24	PPL ELECTRIC UTILIT	240.72
21282	04/19/24	PPL ELECTRIC UTILIT	794.68

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
21283	04/19/24	PPL ELECTRIC UTILIT	18,648.84
21284	04/19/24	PURCHASE POWER	251.00
21285	04/19/24	PURCHASE POWER	500.00
21286	04/19/24	PURCHASE POWER	728.31
21287	04/26/24	LEHIGH VALLEY ZOOLO	5,500.00
21288	04/26/24	PECO	1,322.36
21289	04/26/24	PECO	109.42
21290	04/26/24	PECO	132.17
21291	04/26/24	PECO	24,003.50
21292	04/26/24	TD MILLS PROMOTIONA	11,070.98
21293	04/26/24	BLICK ART MATERIALS	4,447.75
21294	04/26/24	BABY STEPS THERAPY	1,450.00
21295	04/26/24	CARLTON ANNE COOK W	1,500.00
21296	04/26/24		387.26
21297	04/26/24	WATER TOWER SQUARE	2,559.98
21298	04/26/24	WATER TOWER SQUARE	3,232.96
21299	04/26/24	WATER TOWER SQUARE	33,439.62
21300	04/26/24	SANDRA J GIGLIO	4,446.00
21301	04/26/24	BILL TORRES PAINTIN	1,485.00
21302	04/26/24	BILL TORRES PAINTIN	4,000.00
21303	04/26/24	TESTINGXPERTS INC	34,761.00
21304	04/26/24	YOUTH ADVOCATE PROG	6,158.20
21305	04/26/24	THE STANDARD GROUP	11,636.40
21306	04/26/24	ALLENTOWN BUSINESS	24,380.25
21307	04/26/24	MCKENNA SNYDER LLC	283.00
21308	04/26/24	MCKENNA SNYDER LLC	332.50
21309	04/26/24	LUCKY DRAGON INVEST	25,015.00
21310	04/26/24	JOHNSTOWN TOMAHAWKS	3,000.00
21311	04/26/24	GUARDIAN CSC	576.96
21312	04/26/24	GUARDIAN CSC	446.00
21313	04/26/24	KIDS FIRST AFFILIAT	10,430.47
21314	04/26/24	ARENA COMMONS, LLC	26,000.87
21315	04/26/24	OT & ME, LLC	60,845.56
21316	04/26/24	PATRICIA SCAPELLATI	54,256.32
21317	04/26/24	CONSTRUCTION LEGISL	55.00
21318	04/26/24	MISS LIZ THE SCIENC	155.00
21319	04/26/24	BAYADA HOME HEALTH	240.00
21320	04/26/24	M & J WILKOW PROPER	60.23
21321	04/26/24	M & J WILKOW PROPER	2,645.43
21322	04/26/24	M & J WILKOW PROPER	2,659.96
21323	04/26/24	M & J WILKOW PROPER	8,515.88
21324	04/26/24	KINDNESS COUNTS LEA	2,925.00
21325	04/26/24	TANNER SCHOOL & OFF	8,586.00
21326	04/26/24	MOTIVATED YOUNG SCH	11,375.00
21327	04/26/24	FLOYD BEACHUM	160.38
21328	04/26/24	DYNAMICWEB NORTH AM	148.27
21329	04/26/24	COMPUTER DESIGN & I	3,260.00



CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
21330	04/26/24	PETTY CASH	200.00
21331	04/26/24	SWB RAILRIDERS	4,000.00
21332	04/26/24	YORK REVOLUTION	5,000.00
21333	04/26/24	LB SMITH FORD LINCO	40,206.70
21334	04/26/24	LB SMITH FORD LINCO	8,238.70
21335	04/26/24	JUST 4 KIDS	474.12
21336	04/26/24	COMPASS HEALTH SYST	178,981.98
21337	04/26/24	██████████	200.00
21338	04/26/24	SUGAR PLUM SPEECH L	16,001.75
21339	04/26/24	HOMESTEAD BOROUGH	84,131.04
21340	04/26/24	HOMESTEAD BOROUGH	19,197.65
21341	04/26/24	GEYER INSTRUCTIONAL	2,450.00
21342	04/26/24	UHS OF PA, INC	910.00
21343	04/26/24	BE-ACTIVE USA LLC	8,330.00
21344	04/26/24	WELLSPAN PHILHAVEN	375.00
21345	04/26/24	ALBERT WHITMAN AND	4,389.03
21346	04/26/24	JFC GLOBAL	1,491.00
21347	04/26/24	JFC GLOBAL	1,238.87
21348	04/26/24	JR PETERS INC	184.00
21349	04/26/24	ALANA M SKINNER	2,537.50
21350	04/26/24	ENABL R THERAPY LLC	3,240.00
21351	04/26/24	ANGSTROM SCIENCES,	116.91
21352	04/26/24	GALLAGHER BENEFIT S	22,250.00
21353	04/26/24	JOHNSTOWN MILL RATS	750.00
21354	04/26/24	WNA ENGINEERING INC	15,171.97
21355	04/26/24	LEVIN PROMOTIONAL P	299.00
21356	04/26/24	MCNEES WALLACE & NU	29,629.18
21357	04/26/24	MCNEES WALLACE & NU	3,477.00
21358	04/26/24	MCNEES STRATEGIC SO	17,500.00
21359	04/26/24	OVERNIGHT OFFICE IN	646.06
21360	04/26/24	OVERNIGHT OFFICE IN	1,325.00
21361	04/26/24	ADVANCED TRAINING P	8,450.00
21362	04/26/24	LANCASTER-LEBANON I	800.00
21363	04/26/24	STRADLEY RONON STEV	301.36
21364	04/26/24	STRADLEY RONON STEV	152.50
21365	04/26/24	STRADLEY RONON STEV	109.50
21366	04/26/24	STRADLEY RONON STEV	146.00
21367	04/26/24	STRADLEY RONON STEV	3,290.00
21368	04/26/24	STRATEGIES 4 SUCCES	25,481.11
21369	04/26/24	STRICKLER AGENCY IN	18,630.00
21370	04/26/24	STRICKLER AGENCY IN	27,306.00
21371	04/26/24	PENN POWER	176.01
21372	04/26/24	PPL ELECTRIC UTILIT	484.22
21373	04/26/24	PPL ELECTRIC UTILIT	690.77
21374	04/26/24	PPL ELECTRIC UTILIT	174.76
21375	04/26/24	PPL ELECTRIC UTILIT	209.16
21376	04/26/24	PPL ELECTRIC UTILIT	26.38

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
V29066	04/03/24	S&S WORLDWIDE INC	11,249.92
V29067	04/03/24	WAGeworks INC	5,637.32
V29068	04/03/24	DELTA DENTAL OF PEN	26,834.38
V29081	04/04/24	WEBPAGE FX	45,470.00
V29082	04/04/24	CTRL LLC	26,730.00
V29083	04/04/24	ATTAIN THERAPY LLC	155,267.42
V29084	04/04/24	SARAH KELLY EDUCATI	2,537.50
V29085	04/04/24	WAGeworks INC	802.75
V29086	04/04/24	RYCO.IO	205,851.09
V29087	04/04/24	DIANE MARIE DEBAISE	270.00
V29088	04/04/24	AYNGIS CONSULTING L	1,500.00
V29089	04/04/24	CAPITAL BLUECROSS	632,429.58
V29090	04/08/24	WAGeworks INC	7,384.30
V29091	04/08/24	DELTA DENTAL OF PEN	27,231.57
V29092	04/11/24	[REDACTED]	1,247.68
V29093	04/11/24	[REDACTED]	1,662.00
V29094	04/11/24	[REDACTED]	3,054.00
V29095	04/11/24	[REDACTED]	849.10
V29096	04/11/24	[REDACTED]	68.08
V29097	04/11/24	[REDACTED]	2,055.00
V29098	04/11/24	[REDACTED]	683.85
V29099	04/11/24	[REDACTED]	683.85
V29100	04/11/24	[REDACTED]	1,020.00
V29101	04/11/24	[REDACTED]	1,548.00
V29102	04/11/24	[REDACTED]	32.23
V29103	04/11/24	[REDACTED]	550.00
V29104	04/11/24	[REDACTED]	550.00
V29105	04/11/24	[REDACTED]	550.00
V29106	04/11/24	[REDACTED]	550.00
V29107	04/11/24	[REDACTED]	550.00
V29108	04/11/24	[REDACTED]	550.00
V29109	04/11/24	[REDACTED]	550.00
V29110	04/11/24	[REDACTED]	1,850.00
V29111	04/11/24	[REDACTED]	550.00
V29112	04/11/24	[REDACTED]	550.00
V29113	04/11/24	[REDACTED]	550.00
V29114	04/11/24	[REDACTED]	550.00
V29115	04/11/24	[REDACTED]	550.00
V29116	04/11/24	[REDACTED]	550.00
V29117	04/11/24	[REDACTED]	550.00
V29118	04/11/24	[REDACTED]	550.00
V29119	04/11/24	[REDACTED]	550.00
V29120	04/11/24	[REDACTED]	550.00
V29121	04/11/24	[REDACTED]	550.00
V29122	04/11/24	[REDACTED]	550.00
V29123	04/11/24	[REDACTED]	550.00
V29124	04/11/24	[REDACTED]	550.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
V29125	04/11/24	[REDACTED]	550.00
V29126	04/11/24	[REDACTED]	550.00
V29127	04/11/24	[REDACTED]	550.00
V29128	04/11/24	[REDACTED]	550.00
V29129	04/11/24	[REDACTED]	550.00
V29130	04/11/24	[REDACTED]	550.00
V29131	04/11/24	[REDACTED]	550.00
V29132	04/11/24	[REDACTED]	550.00
V29133	04/11/24	[REDACTED]	550.00
V29134	04/11/24	[REDACTED]	550.00
V29135	04/11/24	[REDACTED]	550.00
V29136	04/11/24	[REDACTED]	550.00
V29137	04/11/24	[REDACTED]	550.00
V29138	04/11/24	[REDACTED]	550.00
V29139	04/11/24	[REDACTED]	550.00
V29140	04/11/24	[REDACTED]	700.00
V29141	04/11/24	[REDACTED]	550.00
V29142	04/11/24	[REDACTED]	550.00
V29143	04/11/24	[REDACTED]	550.00
V29144	04/11/24	[REDACTED]	550.00
V29145	04/11/24	[REDACTED]	550.00
V29146	04/11/24	[REDACTED]	550.00
V29147	04/11/24	[REDACTED]	550.00
V29148	04/11/24	[REDACTED]	550.00
V29149	04/11/24	[REDACTED]	550.00
V29150	04/11/24	[REDACTED]	550.00
V29151	04/11/24	[REDACTED]	550.00
V29152	04/11/24	[REDACTED]	550.00
V29153	04/11/24	[REDACTED]	550.00
V29154	04/11/24	[REDACTED]	550.00
V29155	04/11/24	[REDACTED]	550.00
V29156	04/11/24	[REDACTED]	550.00
V29157	04/11/24	[REDACTED]	550.00
V29158	04/11/24	[REDACTED]	550.00
V29159	04/11/24	[REDACTED]	550.00
V29160	04/11/24	[REDACTED]	550.00
V29161	04/11/24	[REDACTED]	550.00
V29162	04/11/24	[REDACTED]	550.00
V29163	04/11/24	[REDACTED]	550.00
V29164	04/11/24	[REDACTED]	550.00
V29165	04/11/24	[REDACTED]	550.00
V29166	04/11/24	[REDACTED]	550.00
V29167	04/11/24	[REDACTED]	550.00
V29168	04/11/24	[REDACTED]	550.00
V29169	04/11/24	[REDACTED]	550.00
V29170	04/11/24	[REDACTED]	550.00
V29171	04/11/24	[REDACTED]	550.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
V29172	04/11/24	[REDACTED]	550.00
V29173	04/11/24	[REDACTED]	550.00
V29174	04/11/24	[REDACTED]	550.00
V29175	04/11/24	[REDACTED]	550.00
V29176	04/11/24	[REDACTED]	550.00
V29177	04/11/24	[REDACTED]	550.00
V29178	04/11/24	[REDACTED]	550.00
V29179	04/11/24	[REDACTED]	550.00
V29180	04/11/24	[REDACTED]	550.00
V29181	04/11/24	[REDACTED]	550.00
V29182	04/11/24	[REDACTED]	550.00
V29183	04/11/24	[REDACTED]	550.00
V29184	04/11/24	[REDACTED]	550.00
V29185	04/11/24	[REDACTED]	550.00
V29186	04/11/24	[REDACTED]	550.00
V29187	04/11/24	[REDACTED]	550.00
V29188	04/11/24	[REDACTED]	550.00
V29189	04/11/24	[REDACTED]	550.00
V29190	04/11/24	[REDACTED]	550.00
V29191	04/11/24	[REDACTED]	550.00
V29192	04/11/24	[REDACTED]	550.00
V29193	04/11/24	[REDACTED]	500.00
V29194	04/11/24	[REDACTED]	550.00
V29195	04/11/24	[REDACTED]	550.00
V29196	04/11/24	[REDACTED]	550.00
V29197	04/11/24	[REDACTED]	550.00
V29198	04/11/24	[REDACTED]	550.00
V29199	04/11/24	[REDACTED]	550.00
V29200	04/11/24	[REDACTED]	550.00
V29201	04/11/24	[REDACTED]	550.00
V29202	04/11/24	[REDACTED]	550.00
V29203	04/11/24	[REDACTED]	550.00
V29204	04/11/24	[REDACTED]	550.00
V29205	04/11/24	[REDACTED]	550.00
V29206	04/11/24	[REDACTED]	550.00
V29207	04/11/24	[REDACTED]	550.00
V29208	04/11/24	[REDACTED]	550.00
V29209	04/11/24	[REDACTED]	550.00
V29210	04/11/24	[REDACTED]	550.00
V29211	04/11/24	[REDACTED] S	550.00
V29212	04/11/24	[REDACTED]	550.00
V29213	04/11/24	[REDACTED]	550.00
V29214	04/11/24	[REDACTED]	550.00
V29215	04/11/24	[REDACTED]	550.00
V29216	04/11/24	[REDACTED]	550.00
V29217	04/11/24	[REDACTED]	550.00
V29218	04/11/24	[REDACTED]	550.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
V29219	04/11/24	[REDACTED]	550.00
V29220	04/11/24	[REDACTED]	550.00
V29221	04/11/24	[REDACTED]	550.00
V29222	04/11/24	[REDACTED]	550.00
V29223	04/11/24	[REDACTED]	550.00
V29224	04/11/24	[REDACTED]	550.00
V29225	04/11/24	[REDACTED]	550.00
V29233	04/16/24	[REDACTED]	550.00
V29234	04/16/24	[REDACTED]	550.00
V29235	04/16/24	S&S WORLDWIDE INC	17,667.90
V29236	04/16/24	WEBPAGE FX	1,305.00
V29237	04/16/24	IPEARL INC	67,800.00
V29238	04/16/24	LEARNINGMATE SOLUTI	356,927.00
V29239	04/16/24	E&E IT CONSULTING S	12,082.05
V29240	04/16/24	PREPARING INDIVIDUA	77,119.27
V29241	04/16/24	REED SMITH, LLP	397.50
V29242	04/16/24	SIGMA7 DESIGN GROUP	15,000.00
V29244	04/16/24	THERAPY SOURCE INC	174,334.44
V29246	04/16/24	US HEALTHCARE SERVI	173,922.37
V29247	04/16/24	CAPITAL BLUECROSS	16,565.45
V29248	04/16/24	MONELLI EDUCATIONAL	23,649.00
V29249	04/16/24	WAGeworks INC	5,730.96
V29250	04/16/24	ANITECH SOLUTIONS L	210,260.60
V29251	04/17/24	DELTA DENTAL OF PEN	19,996.45
V29728	04/25/24	S&S WORLDWIDE INC	1,402.50
V29729	04/25/24	E&E IT CONSULTING S	8,140.00
V29730	04/25/24	AI MEDIA GROUP, LLC	365,376.00
V29731	04/25/24	GLOBAL DATA CONSULT	17,000.00
V29732	04/25/24	CAPITAL BLUECROSS	787,579.56
V29734	04/26/24	[REDACTED]	124.23
V29735	04/26/24	[REDACTED]	64.08
V29736	04/26/24	[REDACTED]	1,662.00
V29737	04/26/24	[REDACTED]	1,662.00
V29738	04/26/24	[REDACTED]	1,662.00
V29739	04/26/24	[REDACTED]	145.39
V29740	04/26/24	[REDACTED]	1,662.00
V29741	04/26/24	[REDACTED]	2,250.00
V29742	04/26/24	[REDACTED]	1,662.00
V29743	04/26/24	[REDACTED]	2,055.00
V29744	04/26/24	[REDACTED]	1,662.00
V29745	04/26/24	[REDACTED]	138.02
V29746	04/26/24	[REDACTED]	1,662.00
V29747	04/26/24	[REDACTED]	1,926.00
V29748	04/26/24	[REDACTED]	24.00
V29749	04/26/24	[REDACTED]	1,662.00
V29750	04/26/24	[REDACTED]	3,420.00
V29751	04/26/24	[REDACTED]	25.00

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
V29752	04/26/24		25.45
V29753	04/26/24		1,662.00
V29754	04/26/24		1,662.00
V29755	04/26/24		3,324.00
V29756	04/26/24		1,767.00
V29757	04/26/24		1,585.00
V29758	04/26/24		115.48
V29759	04/26/24		683.85
V29760	04/26/24		17.80
V29761	04/26/24		25.00
V29762	04/26/24		161.40
V29773	04/22/24	MADISON NATIONAL LI	14,593.90
V29774	04/22/24	MINNESOTA LIFE INSU	31,736.50
V29775	04/22/24	MARCO TECHNOLOGIES	10,805.38
V29776	04/22/24	DAWN M. O'BRIEN TAY	3,000.00
V29777	04/22/24	BOWERSOX & ASSOCIAT	294,575.67
V29778	04/22/24	REED SMITH, LLP	3,930.10
V29779	04/22/24	REEL NATION MEDA LL	7,508.80
V29780	04/22/24	THE SPEECH SPOT PED	20,076.75
V29781	04/22/24	WAGeworks INC	6,485.27
V29782	04/22/24	DESTINY KUNKEL	5,035.00
V29783	04/22/24	ANNE M MYERS	19,059.45
V29784	04/22/24	DELTA DENTAL OF PEN	21,997.81
V29785	04/22/24	PHILLIPS MANAGED SU	2,500,961.20
V29786	04/26/24	HEALTH ADVOCATE SOL	8,759.44
V29787	04/26/24	WAGeworks INC	1,547.70
V29788	04/26/24	THERAPY BRIDGES LLC	11,053.61
V29790	04/26/24	THERAPY SOURCE INC	190,834.48
V29791	04/26/24	PRESENCELEARNING IN	389,431.12
V29792	04/26/24	CAPITAL BLUECROSS	890,790.28
V30019	04/12/24	US HEALTHCARE SERVI	682.83
V30022	04/29/24	ODP BUSINESS SOLUTI	1,166.82
V30023	04/29/24	COMMONWEALTH CHARTE	3,333.33
V30024	04/29/24	HEALTH EQUITY INC	523.25
V30025	04/29/24	WAGeworks INC	4,401.53
V30026	04/29/24	DELTA DENTAL OF PEN	27,116.24
<b>Grand Total</b>			<b>\$ 11,581,702.31</b>

**PAYROLL**

316	04/30/24	HAB-DLT (ER)	\$ 364.03
317	04/30/24	RONDA J WINNECOUR	1,497.52
V29227	04/15/24	NATIONWIDE INVESTME	54,102.23
V29228	04/15/24	FEDERAL TAX DEPOSIT	1,293,259.72
V29229	04/15/24	EXPERT PAY	2,918.02
V29230	04/15/24	PA DEPARTMENT OF RE	172,636.37
V29231	04/15/24	VOYA	80,201.43
V29232	04/15/24	HEALTH EQUITY INC	48,763.23

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
V29763	04/30/24	NATIONWIDE INVESTME	53,569.35
V29764	04/30/24	FEDERAL TAX DEPOSIT	1,312,817.02
V29765	04/30/24	EXPERT PAY	3,699.29
V29766	04/30/24	PA DEPARTMENT OF RE	174,468.52
V29767	04/30/24	VOYA	81,377.71
V29768	04/30/24	HEALTHEQUITY INC	48,138.23
V29769	04/30/24	STATE OF DELAWARE	1,148.35
V29770	04/30/24	OHIO DEPARTMENT OF	171.68
V29771	04/30/24	KEYSTONE COLLECTION	146,803.21
V29772	04/30/24	PSERS	881,400.33
<b>Grand Total</b>			<b>\$ 4,357,336.24</b>

**ITS**

04/05/24	ITS Checks Q2R2	\$ 26,075.00
04/16/24	ITS Checks Q2R2.1	1,350.00
<b>Grand Total</b>		<b>\$ 27,425.00</b>

**Grand Total Fund 10 \$ 15,966,463.55**

**Fund 39 - Capital Projects Pennian Operating Account**

2782	04/05/24	APPLIED VIDEO TECHN	\$ 315,728.50
2783	04/05/24	APPLIED VIDEO TECHN	554,255.00
2784	04/05/24	CIMA NETWORK INC	209,080.00
2785	04/05/24	STRADA ARCHITECTURE	12,235.63
2786	04/05/24	PLYMOUTH TOWNSHIP	125,687.37
2787	04/05/24	TANNER SCHOOL & OFF	232,782.82
2788	04/05/24	ARM GROUP LLC	4,600.00
2789	04/05/24	HILLIS-CARNES ENGIN	115.00
2790	04/05/24	HILLIS-CARNES ENGIN	9,450.00
2791	04/05/24	MANSFIELD BOROUGH G	3,110.25
2792	04/05/24	MANSFIELD MUNICIPAL	2,425.70
2793	04/12/24	ARM GROUP LLC	18,525.00
2794	04/12/24	STOUFFER MECHANICAL	207,966.13
2795	04/12/24	MANSFIELD MUNICIPAL	14,000.00
2796	04/19/24	APPLIED VIDEO TECHN	19,392.11
2797	04/19/24	STRADA ARCHITECTURE	1,608.75
2798	04/19/24	STRADA ARCHITECTURE	5,575.00
2799	04/19/24	STRADA ARCHITECTURE	13,208.39
2800	04/19/24	STRADA ARCHITECTURE	6,137.73
2801	04/19/24	STRADA ARCHITECTURE	11,431.34
2802	04/19/24	STRADA ARCHITECTURE	8,521.06
2803	04/19/24	STRADA ARCHITECTURE	3,966.25
2804	04/19/24	STRADA ARCHITECTURE	8,108.53
2805	04/19/24	STRADA ARCHITECTURE	7,828.75
2806	04/19/24	STRADA ARCHITECTURE	7,814.84
2807	04/19/24	STRADA ARCHITECTURE	70,227.50

CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
2808	04/19/24	STRADA ARCHITECTURE	15,137.50
2809	04/19/24	STRADA ARCHITECTURE	38,337.37
2810	04/19/24	STRADA ARCHITECTURE	43,627.50
2811	04/19/24	STRADA ARCHITECTURE	76,831.52
2812	04/19/24	NEXTGEN SECURITY, L	89,177.50
2813	04/19/24	NEXTGEN SECURITY, L	54,293.00
2814	04/19/24	HILLIS-CARNES ENGIN	2,063.75
2815	04/19/24	HILLIS-CARNES ENGIN	3,060.00
2816	04/19/24	ECICONSTRUCTION	735,719.53
2817	04/19/24	ECICONSTRUCTION	447,185.12
2818	04/19/24	ECICONSTRUCTION	252,426.72
2819	04/19/24	VISION MECHANICAL,	13,998.25
2820	04/19/24	MIDSTATE MECHANICAL	101,188.95
2821	04/19/24	MIDSTATE MECHANICAL	57,109.27
2822	04/19/24	MIDSTATE MECHANICAL	76,653.15
2823	04/19/24	STOUFFER MECHANICAL	409,961.25
2824	04/26/24	PHILLIPS WORKPLACE	182,450.00
2825	04/26/24	APPLIED VIDEO TECHN	147,660.90
2826	04/26/24	APPLIED VIDEO TECHN	25,621.28
2827	04/26/24	APPLIED VIDEO TECHN	40,611.00
2828	04/26/24	CIMA NETWORK INC	38,195.00
2829	04/26/24	CIMA NETWORK INC	49,365.00
2830	04/26/24	CIMA NETWORK INC	51,030.00
2831	04/26/24	SHANNON CONSTRUCTIO	17,576.91
2832	04/26/24	SHANNON CONSTRUCTIO	37,221.50
2833	04/26/24	SHANNON CONSTRUCTIO	15,077.70
2834	04/26/24	SHANNON CONSTRUCTIO	21,305.70
2835	04/26/24	SHANNON CONSTRUCTIO	42,152.98
2836	04/26/24	SHANNON CONSTRUCTIO	22,665.15
2837	04/26/24	SHANNON CONSTRUCTIO	83,484.36
2838	04/26/24	COMPUTER DESIGN & I	8,147.88
2839	04/26/24	BOROUGH OF WYOMISSI	1,253.00
2840	04/26/24	GR NOTO ELECTRICAL	2,483.30
2841	04/26/24	GR NOTO ELECTRICAL	94,591.13
2842	04/26/24	BOB BITER ELECTRICA	211,703.70
2843	04/26/24	J C ORR & SON INC.	354,740.72
2844	04/26/24	MARC SERVICE, INC.	95,474.20
2845	04/26/24	HILLIS-CARNES ENGIN	2,499.00
2846	04/26/24	HILLIS-CARNES ENGIN	3,973.75
2847	04/26/24	HILLIS-CARNES ENGIN	630.00
2848	04/26/24	ECICONSTRUCTION	101,393.55
2849	04/26/24	FREY LUTZ CORP	52,573.97
2850	04/26/24	MIDSTATE MECHANICAL	18,254.78
2851	04/26/24	MIDSTATE MECHANICAL	15,817.68
2852	04/26/24	HOSLER ENTERPRISE	115,586.50
2853	04/26/24	BOGNET, INC.	94,266.00
2854	04/26/24	CMG OF EASTON, INC	189,876.33



CHECK NUMBER	CHECK DATE	VENDOR NAME	TRANSACTION AMOUNT
2855	04/26/24	RIGHT ELECTRIC INC	241,560.00
2856	04/26/24	ORBIT TECHNOLOGIES	94,590.00
V29080	04/05/24	LOBAR INC	103,244.00
V29226	04/12/24	LEARNINGMATE SOLUTI	1,032,572.00
V29733	04/25/24	LOBAR INC	832,602.72
V29793	04/29/24	LOBAR INC	390,936.76
V30027	04/30/24	LOBAR INC	85,518.00
<b>Grand Total Fund 39</b>			<b>\$ 9,209,258.48</b>
<b>Grand Total All Funds</b>			<b>\$ 25,175,722.03</b>

**Commonwealth Charter Academy**

**Other Cash Disbursements**

**4/30/2024**

**Other Cash Disbursements - Total Fund 10**

<b>Date</b>	<b>CCA Bank Name</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
4/1/2024	Orrstown General Fund	Orrstown	March Analysis Fees for ITS Printing Checks	\$ 38,056.00
4/3/2024	Orrstown General Fund	Elavon	March Merchant Fees	863.03
4/5/2024	Orrstown General Fund	Core Commerce	March Merchant Fees	50.95
4/5/2024	Orrstown General Fund	CCA	Transfer to ITS Account for Q2R2 ITS Checks Issuance	26,075.00
4/5/2024	Orrstown General Fund	CCA	Transfer cash to General Sweep Account for Interest Management	8,000,000.00
4/11/2024	Orrstown General Fund	CCA	Transfer to Fund 10 Payroll Account for 4.15.2024 Payroll	6,184,895.46
4/11/2024	Orrstown General Fund	PA UC	PA Unemployment Compensation	2,372.00
4/12/2024	Orrstown General Fund	Phoenixville Area SD	Phoenixville Area SD Deposit Chargeback	1,264.08
4/16/2024	Orrstown General Fund	CCA	Transfer to ITS Account for Q2R2.1 ITS Checks Issuance	1,350.00
4/16/2024	Orrstown General Fund	Worker's Comp	Overpayment reimbursement for worker's comp benefits	456.14
4/26/2024	Orrstown General Fund	CCA	Transfer to Fund 10 Payroll Account for 4.30.2024 Payroll	6,249,650.07
4/29/2024	Orrstown General Fund	CCA	Transfer cash to General Sweep Account for Interest Management	12,000,000.00
4/29/2024	Orrstown General Fund	Elan	April Pcard Transactions Payment	881,336.29
<b>Total Fund 10</b>				<b>\$ 33,386,369.02</b>

**Other Cash Disbursements - Total Fund 39 Capital Expenditures**

<b>Date</b>	<b>CCA Bank Name</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
4/22/2024	Orrstown Capital Projects	CCA	Transfer to Fund 10 General for Pcard expenses	\$ 4,301.40
<b>Total Fund 39</b>				<b>\$ 4,301.40</b>
<b>Grand Total All Funds</b>				<b>\$ 33,390,670.42</b>

**Commonwealth Charter Academy  
Staffing Report  
6/12/2024**

**NEW HIRES**

	Employee Name	Position	Compensation	FS Center	Hire Date
1	Diaz, Julissa	Family Involvement Coordinator	\$45,000	Allentown	6/14/2024
2	Etzweiler, Trinity	Career Facilitation Coordinator	\$45,000	Harrisburg	6/17/2024
3	Trauger, Monique	English Language Development Supervisor	\$84,000	Malvern	6/14/2024
4	White, Matthew	Family Involvement Coordinator	\$50,000	Harrisburg	5/31/2024

**DEPARTING EMPLOYEES**

	Employee Name	Position	Start Date	Term Date	Reason
5	Bollinger, Sydney	High School Teacher	8/18/2022	6/19/2024	Resignation
6	Brinser, Danielle	Manager of Student Services	2/16/2016	6/14/2024	Resignation
7	Colston-Krow, Takia	Advisor for Performance Excellence & Compliance	6/12/2023	6/14/2024	Resignation
8	Laurenzi, Maria	Special Education Teacher	10/22/2020	6/19/2024	Resignation
9	Rosler, Michelle	High School Teacher	4/3/2023	5/12/2023	Resignation
10	Schatz, Angela	Elementary Teacher	2/13/2017	6/19/2024	Retirement
11	Schreengost, Karen	School Psychologist	10/13/2023	5/29/2024	Resignation
12	Wiegand, Jordan	Elementary Assistant Principal	8/17/2020	5/31/2024	Resignation

**POSITION/SALARY CHANGES**

	Employee Name	Former Position	Current Position	Compensation	Start Date
13	Fedorczyk, Paul	High School Assistant Principal	Middle School Teacher	\$66,700	8/19/2024
14	Fried, Jonathan	High School Principal	Director of School Improvement	\$120,870	7/1/2024
15	Kellachow, Jennifer	Elementary Teacher	Middle School Teacher	\$80,800	8/19/2024
16	Koehle, Laura	Supervisor of Special Education	Director of Special Education	\$100,000	7/1/2024
17	Osborne, Karen	Special Education Teacher	Middle School Teacher	\$75,200	8/19/2024
18	Pavese, Jaclyn	Special Education Teacher	Middle School Teacher	\$66,400	8/19/2024

**BOARD POLICIES FOR JUNE 2024 AGENDA - SECOND READING**

<b>POLICY NUMBER</b>	<b>SERIES</b>	<b>SERIES TITLE</b>	<b>POLICY TITLE</b>
4:60	4:00	Personnel	Medical Examinations

# COMMONWEALTH CHARTER ACADEMY

## BOARD OF TRUSTEES POLICY SERIES 4:00 PERSONNEL

### 4:60 MEDICAL EXAMINATIONS

#### § 1. Purpose and Authority

The Board of Trustees (Board) of Commonwealth Charter Academy (CCA) is committed to the health and safety of employees and learners.

In order to certify the fitness of employees to perform their duties and to protect the health of employees and learners from the transmission of communicable diseases, physical examinations of all CCA employees shall be required prior to beginning employment.

The Board directs the CEO or designee to develop the administrative guidelines or regulations required to implement this policy.

#### § 2. Guidelines

##### *Medical Examinations*

After receiving an offer of employment, but prior to beginning employment, all candidates for employment shall undergo medical examinations as required by law. The results of the pre-employment medical examination shall be recorded on the form prescribed by the Pennsylvania Department of Health (DOH) and shall be provided to CCA.

CCA may require an employee to undergo a special medical examination at any time. CCA will bear the cost of any medical examination CCA may require, but shall not be responsible for any costs for treatment indicated by, resulting from, or relating to such examination.

##### *Tuberculosis Test*

Employees shall undergo a tuberculosis examination upon initial employment in accordance with the rules and regulations of the DOH.

##### *Exemption from Medical Examinations*

An employee who presents a signed statement that a medical examination is contrary to the employee's religious beliefs shall be examined only when the Secretary of Health determines that the employee presents a substantial menace to the health of others.

### ***Other Requirements***

Employees with communicable diseases shall follow recommendations of public health officials regarding contact with learners and other employees.

### ***Confidentiality***

Information obtained regarding the medical condition or history of a candidate for employment or an employee shall be collected and maintained on separate forms and in separate medical files and shall be treated as confidential medical records. However, supervisors and managers may be informed regarding necessary restrictions on the employee's work or duties and necessary accommodation; first aid and safety personnel may be informed, when appropriate, if a medical condition might require emergency treatment.

### **§ 3. Distribution of Policy**

This policy is hereby incorporated by reference into CCA's Employee Handbook and shall be posted on CCA's publicly accessible website.

<b>History:</b>	Adopted
<b>Previous Policy No.:</b>	None
<b>Legal Ref.:</b>	24 P.S. § 14-1416 24 P.S. § 14-1418 24 P.S. § 14-1419 24 P.S. § 17-1749-A 28 Pa. Code § 23.43 28 Pa. Code § 23.44 28 Pa. Code § 23.45 42 U.S.C. § 12112 42 U.S.C. § 2000ff <i>et seq.</i> 42 U.S.C. § 12101 <i>et seq.</i> 29 C.F.R. § 1630.14
<b>Cross Ref.:</b>	4:30 Employment of Personnel 4:120 Personnel Files 6:10 Records Retention

**CONTRACTS/AGREEMENTS/PURCHASES FOR APPROVAL - JUNE 2024 - CONSENT ITEMS**

**INFORMATION TECHNOLOGY AND RMS DEVELOPMENT & SUPPORT**

<u>PERSON/ENTITY</u>	<u>SERVICE/PRODUCT</u>	<u>TIME PERIOD</u>	<u>INFORMATION</u>	<u>COST</u>
CDI	Computer Hardware	N/A	300 staff laptops and 400 staff laptop pens.	Staff laptops \$397,809.00; Staff laptop pens \$12,056.00; Total cost \$409,865.00
CDW Government	Software Services	4/28/2024 - 4/24/2025	Red Hat Enterprise Linux 2024 renewal for CCA students.	\$3,709.92
Marcia Brenner Associates (MBA)	Software Services	5/1/2024 - 4/30/2025	Report Creator and Attendance Monitor Renewal	Report Creator Plugin - Annual Subscription \$6,000.00; Attendance Monitor Plugin - Annual Subscription \$6,000.00 Total cost \$12,000.00
Redis	RMS Support Services	5/15/2024 - 6/02/2025	Support and maintenance for edio login sessions; Co-term renewal with Azure Shards (2 Harrisburg, 2 Malvern, 2 Azure)	\$48,538.67

**SERVICES**

<u>PERSON/ENTITY</u>	<u>SERVICE/PRODUCT</u>	<u>TIME PERIOD</u>	<u>INFORMATION</u>	<u>COST</u>
Capital Area Intermediate Unit	School-Based ACCESS Program Services	7/1/2024 - 6/30/2025	School-based ACCESS Program support from the IU for CCA.	\$62/hour
Gaudenzia, Inc.	Student Assistant Program Services	6/15/2024 - 6/14/2025	This service supports our Student Assistance Program (SAP). Gaudenzia, Inc. and CCA agree to cooperate mutually in the provision of services to learners with substance use disorder impacting their educational performance.	N/A
LGBT Center of Greater Reading	Student Assistant Program Services	6/15/2024 - 6/14/2025	This service supports our Student Assistance Program (SAP). The LGBT Center of Greater Reading provides services to learners who identify as LGBTQIA with related issues impacting their educational performance.	N/A
Pennsylvania Coalition to Advance Respect (PCAR), formerly Pennsylvania Coalition Against Rape	Student Assistant Program Services	6/15/2024 - 6/14/2025	This service supports our Student Assistance Program (SAP). PCAR provides services to learners with sexual assault and/or child abuse impacting their educational performance.	N/A
Sexual Assault Resource and Counseling Center of Lebanon and Schuylkill Counties (SARCC)	Student Assistant Program Services	6/15/2024 - 6/14/2025	This service supports our Student Assistance Program (SAP). SARCC provides services to learners with sexual assault and/or child abuse impacting their educational performance.	N/A

**FACILITIES-RELATED CONTRACTS**

<u>PERSON/ENTITY</u>	<u>SERVICE/PRODUCT</u>	<u>TIME PERIOD</u>	<u>LOCATION</u>	<u>COST</u>
City of Harrisburg	PILOT - Payment in Lieu of Taxes	8/1/2024 - 7/31/2025	Capital Campus	\$70,000.00

Facilities Management Express (FMX) LLC	Software Services	5/26/2024 - 5/25/2025	Annual multi site facilities management software license for 5 users.	Annual software license for 5 users \$4,862.02; FMX subscription add-on fee for 5 users \$4,676.80 Total cost is \$9,538.82
<b>COMMUNITY-BASED PARTNERSHIP</b>				
<b>PERSON/ENTITY</b>	<b>ADDRESS</b>	<b>TIME PERIOD</b>	<b>INFORMATION</b>	<b>COST/STUDENTS</b>
Advanced Training Programs, Inc.	6003 Jonestown Road, Harrisburg	7/1/2024 - 6/30/2025	Educational supports provider serving students in portions of Dauphin and surrounding counties.	\$325 per student per month; 30 students maximum
Dawn Monelli Educational Services	558 Petersburg Road Carlisle, PA 17013	7/1/2024 - 6/30/2025	Educational supports provider serving students in portions of Cumberland, Dauphin, and York counties.	\$325 per student per month; 75 students maximum
Motivated Young Scholars	5646 Cedar Avenue, Philadelphia, PA 19143	7/1/2024 - 6/30/2025	Educational supports provider serving students in Philadelphia area, serving the same community as CCA's former West Philadelphia Family Service Center.	\$325 per student per month; 45 students maximum
New Beginnings Early Child Development & Learning Center	2336 N 3rd St. Rear, Harrisburg, PA 17110	7/1/2024 - 6/30/2025	Educational supports provider serving students in the Harrisburg community.	\$325 per student per month; 20 students maximum
Philadelphia Hockey Academy	4533 Lincoln Hwy, Downingtown, PA 19335	7/1/2024 - 6/30/2025	Educational supports provider serving families in the Southeastern portion of PA.	\$325 per student per month; 65 students maximum
<b>COURSES AND CURRICULUM</b>				
<b>PERSON/ENTITY</b>	<b>SERVICE/PRODUCT</b>	<b>TIME PERIOD</b>	<b>INFORMATION</b>	<b>COST</b>
Omega Labs, Inc. (DBA, Boom Learning)	Educational Support Services	8/1/2023 - 6/30/2024	Data reporting tool for the special education, Full Time Autistic Support and Life Skills programs for the 2023-24 school year	\$5,110.00
n2y, LLC	Educational Support Services	8/16/2024 - 8/15/2025	Special Education learning tools for Full Time Autistic Support and Life Skills programs for the 2024-25 school year	\$75,213.51
<b>DUAL ENROLLMENT AND CTE COURSES/PROGRAMS</b>				
<b>PERSON/ENTITY</b>	<b>SERVICE/PRODUCT</b>	<b>TIME PERIOD</b>	<b>INFORMATION</b>	<b>COST</b>
Central Penn College	Dual Enrollment for High School/College Courses	7/1/2024-6/30/2027	Dual enrollment agreement with Central Penn College to offer rigorous, college courses and certification programs to CCA students pursuant to the School Code.	2024-2025: \$350.00 per 3-credit course; \$450.00 per 3 credit course with 1-credit lab. Prices subject to change in future years.
Lehigh Carbon Community College	Dual Enrollment for High School/College Courses	7/1/2024-6/30/2027	Dual enrollment agreement with Lehigh Carbon Community College to offer rigorous, college courses and certification programs to CCA students pursuant to the School Code.	2024-2025: \$70/credit for in-county or sponsored; \$111/credit for out of county/non-sponsored. Prices subject to change in future years.



<p>Northampton Community College</p>	<p>Dual Enrollment for High School/College Courses</p>	<p>9/1/2024 - 8/31/2027</p>	<p>Dual enrollment agreement with Northampton Community College to offer rigorous, college courses and certification programs to CCA students pursuant to the School Code.</p>	<p>Northampton County Resident: \$90/credit  Monroe County Resident: \$95/credit  Other PA County: \$110/credit</p> <p>For CCA Taught NCCC-Curriculum Courses:  Northampton County Resident: \$75/credit  Monroe County Resident: \$80/credit  Other PA County: \$95/credit</p>
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**CDI LLC**  
 500 Fifth Avenue, Suite 1500  
 New York, NY 10110  
 (877) 216 0133

*Quote Prepared For:*  
**Commonwealth Charter Academy**  
 One Innovation Way  
 Harrisburg, PA, 17110

**Quote Date:** 05/29/2024  
**Exp Date:** 06/28/2024  
**Quote No:** Q-101890-1  
**Prepared By:** [REDACTED]

**Dell Latitude 7450-256SSD**

Dell Latitude 7450 with 3 Year Support	\$ 397,809.00
Dell Active Pen	\$ 12,056.00
<b>TOTAL</b>	<b>\$ 409,865.00</b>

**Account Manager: Gregory Dandy**  
**Email:** [REDACTED]  
**Phone#:** (717) 612-2336

**Terms & Conditions**

*Pricing subject to change without advanced notice from the manufacturer. Restock fees will apply for any items returned. Returns must be made within 15 days of receipt of items unopened. CDI terms net 30 days. Shipping fees not included. The information provided to you in this communication is regarded by Computer Design & Integration LLC to be Confidential and Proprietary information. This includes the description of the materials/products for sale, the prices quoted, and any description of consulting services to be performed by Computer Design & Integration LLC. This information shall not be disclosed or made available to any party unrelated to this agreement without our express written consent. You must also exercise reasonable care to protect this information from the unauthorized disclosure by others.*

**Name:** Bryon Klingel  
**Signature:**   
**Ship To Address:** 501 Fulling Mill Rd., Middletown, PA 17057

**Date:** 06/06/2024

*Per Computer Design & Integration COSTARS contract # 003-E22-530 for Hardware  
 Per Computer Design & Integration COSTARS contract # 006-E22-211 for Software*

Dell Latitude 7450 with 3 Year Support				
QTY	PART NUMBER	DESCRIPTION	UNIT SELL	EXT. SELL
300	210-BLPV	Dell Latitude 7450 BTX	\$ 121.94	\$ 36,582.00
300	379-BFPS	Intel Core Ultra 5 135U, vPRO (12MB cache, 12 cores, 14 threads, up to 4.4 GHz Max Turbo)	\$ 156.99	\$ 47,097.00
300	619-ARSB	Windows 11 Pro, English, Brazilian Portuguese PT-BR, French, Spanish	\$ 77.42	\$ 23,226.00
300	658-BCSB	Activate Your Microsoft 365 For A 30 Day Trial	\$ 0.00	\$ 0.00
300	370-BBYW	16 GB: LPDDR5x, 6400 MT/s (onboard)	\$ 193.55	\$ 58,065.00
300	338-CNYW	Integrated Intel Graphics, Core Ultra 5 135U vPRO Processor, 16GB LPDDR5x Memory	\$ 12.90	\$ 3,870.00
300	631-BBRV	Intel vPRO Enterprise Management Enabled	\$ 12.90	\$ 3,870.00
300	400-BQYS	256 GB, M.2 2230, TLC PCIe Gen 4 NVMe, SSD	\$ 124.73	\$ 37,419.00
300	409-BCXR	Intel Responsiveness Technologies Driver	\$ 0.00	\$ 0.00
300	391-BJBK	2-in-1 14.0 FHD+(1920x1200),IPS,AR+AS Touch,ComfView+,300 nits,FHD IR Cam,WLAN,Aluminum,Pen support	\$ 195.70	\$ 58,710.00
300	319-BBKJ	FHD HDR IR Camera with ExpressSign-In + Intelligent Privacy, TNR, Camera Shutter, Microphone	\$ 0.00	\$ 0.00
300	346-BKKP	Fingerprint Reader, WLAN only, Thunderbolt4, Aluminum	\$ 47.31	\$ 14,193.00
300	556-BBCD	No Mobile Broadband Card	\$ 0.00	\$ 0.00
300	555-BKRH	Intel BE200 Wi-Fi 7 2x2, Bluetooth 5.4 Technology, Wireless Card	\$ 22.58	\$ 6,774.00
300	555-BKWD	Intel BE200 WLAN Driver	\$ 0.00	\$ 0.00
300	583-BLLS	English US battery-saving mini LED backlit AI hotkey keyboard, 79-key	\$ 21.51	\$ 6,453.00
300	570-AADK	No Mouse	\$ 0.00	\$ 0.00
300	451-BDBU	3-cell, 57 Wh, Express Charge Capable, Express Charge Boost Capable	\$ 22.80	\$ 6,840.00
300	492-BDMN	65W AC adapter, USB Type-C, EcoDesign	\$ 0.00	\$ 0.00
300	537-BBDO	E4 Power Cord 1M for US	\$ 0.00	\$ 0.00
300	340-DMLQ	Quick setup guide 2-in-1	\$ 0.00	\$ 0.00
300	430-XXYG	No Resource USB Media	\$ 0.00	\$ 0.00
300	340-AGIK	SERI Guide (ENG/FR/Multi)	\$ 0.00	\$ 0.00
300	387-BBLW	ENERGY STAR Qualified	\$ 0.00	\$ 0.00
300	998-GWTS	Fixed Hardware Configuration	\$ 111.83	\$ 33,549.00
300	340-DQNT	Min Model Ship, 65W, 2-in-1	\$ 0.00	\$ 0.00
300	389-FGJM	Intel Core Ultra EVO vPRO Label	\$ 0.00	\$ 0.00
300	800-BBQH	BTS/BTP Smart Selection Shipment (VS)	\$ 0.00	\$ 0.00
300	389-EDJB	POD Label	\$ 0.00	\$ 0.00
300	321-BKTH	Aluminum Chassis for WLAN 2-in-1	\$ 40.86	\$ 12,258.00

300	340-CKSZ	No AutoPilot	\$ 0.00	\$ 0.00
300	640-BBTB	Intel Connectivity Performance Suite for Evo/vPro	\$ 0.00	\$ 0.00
300	379-BDZB	EPEAT 2018 Registered (Gold)	\$ 0.00	\$ 0.00
300	709-BDIM	Basic Onsite Service 36 Months	\$ 163.01	\$ 48,903.00
300	883-BBBN	No Warranty Upgrade, 36 Month(s)	\$ 0.00	\$ 0.00
300	650-AAAM	No Anti-Virus Software	\$ 0.00	\$ 0.00
300	658-BFQB	Dell Additional Software	\$ 0.00	\$ 0.00
300	620-AALW	OS-Windows Media Not Included	\$ 0.00	\$ 0.00
<b>SUBTOTAL</b>				<b>\$ 397,809.00</b>

Dell Active Pen				
QTY	PART NUMBER	DESCRIPTION	UNIT SELL	EXT. SELL
400	750-ADQK	Dell Active Pen - PN5122W	\$ 30.14	\$ 12,056.00
<b>SUBTOTAL</b>				<b>\$ 12,056.00</b>

<Back to Consent Items Chart>



# ORDER CONFIRMATION

**DEACON EISENHART,**

Thank you for choosing CDW•G. We have received [your order](#). Please take a moment to review it for accuracy and completeness.

[View Order Online](#)

ORDER #	ORDER DATE	PO #	CUSTOMER #
NTBP258	2/16/2024	RED HAT	12108881

**ORDER DETAILS**

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
<a href="#">Red Hat Enterprise Linux Server - premium subscription - 2 sockets, 1 physi</a>	3	6905902	\$1,236.64	\$3,709.92
Mfg. Part#: RH00003				
Electronic distribution - NO MEDIA				
Contract: BuyQ National Charter and Private Schools Contract (MV-IT-001)				

<b>SUBTOTAL</b>	\$3,709.92
<b>SHIPPING</b>	\$0.00
<b>SALES TAX</b>	\$0.00
<b>GRAND TOTAL</b>	<b>\$3,709.92</b>

**PURCHASER BILLING INFO**

**Billing Address:**  
 COMMONWEALTH CHARTER ACADEMY  
 ACCOUNTS PAYABLE  
 1 INNOVATION WAY  
 HARRISBURG, PA 17110-1171  
**Phone:** (717) 710-3300  
**Payment Terms:** VISA

**DELIVER TO**

**Shipping Address:**  
 COMMONWEALTH CHARTER ACADEMY  
 DEACON EISENHART  
 1 INNOVATION WAY  
 HARRISBURG, PA 17110-1171  
**Phone:** (717) 710-3300  
**Shipping Method:** ELECTRONIC DISTRIBUTION

**Please remit payments to:**

CDW Government  
 75 Remittance Drive  
 Suite 1515  
 Chicago, IL 60675-1515



**Sales Contact Info**

**Megan Olbrys** | (866) 854-4008 | [REDACTED]

**Need Help?**



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Support



Call 800.800.4239

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This order is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdw.com/content/terms-conditions/product-sales.aspx>

For more information, contact a CDW account manager

© 2024 CDW•G LLC, 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239



**Marcia Brenner Associates**

1200 John Q. Hammons Drive, Suite 503  
 Madison, Wisconsin 53717-2199  
 P: 608-836-4000  
 E: accounting@mba-link.com

# Estimate

Estimate# QTE-28276

Bill To  
**Commonwealth Charter Academy**  
 One Innovation Way  
 Harrisburg, Pennsylvania 17110  
 United States

Estimate Date : 04/02/2024  
 Reference# : Report Creator Renewal  
 Quote for 5/1/24  
 Account Manager : Dan Yenchar

Item & Description	Qty	Rate	Amount
<b>Report Creator Plugin - Annual Subscription</b> The subscription fee provides the customer with support and maintenance for the plugin, including new enhancements and modifications to remain compliant with all PowerSchool SIS updates. The subscription fee must be paid to continue using the plugin.	1	6,000.00	6,000.00
<b>Attendance Monitor Plugin (Annual Subscription)</b> The annual subscription fee provides the customer with support and maintenance for the plugin, including new enhancements and modifications to remain compliant with all PowerSchool SIS updates. The subscription fee must be paid to continue using the plugin.	1	6,000.00	6,000.00
<b>Total</b>			<b>\$12,000.00</b>

Thank you for the opportunity to do business with your school district.

1. All conversion, installation, and other services by MBA are performed remotely. If onsite services are requested, the district must pay an additional fee and travel expenses incurred by MBA.
2. All training services assume a 'Train the Trainer' model.
3. All Plugins work on a supported version of PowerSchool SIS.
4. Custom Page Management must be enabled to use plugins.
5. MBA requires a temporary user id and password to PowerSchool SIS during implementation services.
6. MBA requires that the customer accepts an End User License Agreement before the start of implementation.
7. MBA reserves the right to increase the annual support fee.
8. Customer has 30 days from quote acceptance date to provide PO to MBA and schedule their implementation. Should extenuating circumstances arise, please notify MBA. If the customer does not contact MBA within 30 days of quote acceptance and no PO is presented, the quote is null and void.



Redis Information			
Redis Inc., 700 E El Camino Real - Suite 250, Mountain View, CA 94040 United States			
Quote Valid Until:	May 15, 2024	Billing Department Email:	<a href="mailto:billing@redis.com">billing@redis.com</a>
Quote #:	Q-43050	Currency:	USD
Customer Information			
Customer Name:	CommonWealth Charter Academy	PO# (if applicable):	
Bill to Contact:	Deacon Eisenhart	Prepared for:	Deacon Eisenhart
Bill to Email:	[REDACTED]	Email:	[REDACTED]
Bill to Phone:	+17173241472	Phone:	+17173241472
Bill to Address:	1 Innovation Way Harrisburg Pennsylvania United States 17110	Ship to Address:	1 Innovation Way Harrisburg Pennsylvania United States 17110

#### Order Information

Product / Service Name	Quantity	Duration	Start Date	End Date	Discount	Effective Unit Price	Effective Total Price
[Redis Enterprise - Software] RAM - Production - 20210201002001	4	12	Jul 18, 2024	Jul 17, 2025	23.36%	\$7,664	\$30,656
[Redis Enterprise - Software] RAM - Development - 20210201002003	4	12	Jul 18, 2024	Jul 17, 2025	100%	\$0	\$0
[Redis Enterprise - Software] RAM - Production - 20210201002001	2	14	May 15, 2024	Jul 17, 2025	23.36%	\$7,664	\$17,882.67
[Redis Enterprise - Software] RAM - Development - 20210201002003	2	14	May 15, 2024	Jul 17, 2025	100%	\$0	\$0
<b>Total Discount</b>							<b>\$65,461.34</b>
<b>Grand Total</b>							<b>\$48,538.67</b>

CONFIDENTIAL & PROPRIETARY

This document is exclusively for commercial use between Redis and Customer, and is considered Confidential Information.





**Agreement Information**

<b>Payment Terms:</b>	Net 30	<b>Billing Frequency:</b>	Upfront
<b>Governing Terms:</b>	This Order Form is subject to the terms and conditions specified in the applicable signed agreement between Redis and Customer, or, if none, for Redis Enterprise Software Subscriptions it is subject to the terms posted at <a href="https://redis.com/software-subscription-agreement">https://redis.com/software-subscription-agreement</a> . Support and maintenance services purchased under this Order Form are provided as described in the Redis Enterprise Software Support Policy located at: <a href="https://redis.io/legal/software-support-policy/">https://redis.io/legal/software-support-policy/</a> .		
	This Order Form will not be amended or supplemented by any purchase order terms, which are null and void, and are for convenience of ordering only. Customer acknowledges this by signing this Order Form or uploading it to its vendor portal.		

**Purchase Order Information (Customer Completion Required)**

<b>Will you provide a Purchase Order to pay the fees stated in the Order Form?</b>
<input type="checkbox"/> No
<input type="checkbox"/> Yes

Customer	Redis
<b>Signature:</b>	<b>Signature:</b>
<b>Name:</b>	<b>Name:</b>
<b>Title:</b>	<b>Title:</b>
<b>Date:</b>	<b>Date:</b>



**educational excellence** through leadership, partnership, and innovation

**AGREEMENT FOR SCHOOL-BASED ACCESS PROGRAM (SBAP) SERVICES**

This Agreement for SBAP Support Services (hereinafter “Agreement”) is made this 1st day of July, 2024, by and between the **Capital Area Intermediate Unit** (hereinafter “CAIU”), a Pennsylvania Intermediate Unit organized and operating under the Public School Code of 1949, 24 P.S. § 1-101 *et seq.*, with its principal place of business at 55 Miller Street, Enola, PA 17025, and **the Commonwealth Charter Academy** (hereinafter “Client”), a school district with its principal place of business at One Innovation Way, Harrisburg, Pennsylvania 17110.

**1. Scope of Work.**

1.1 CAIU agrees to provide SBAP support services as follows:

See attached School-Based ACCESS Program Support Profile.

1.2 The services described in section 1.1 above include all labor, products, and/or tools the CAIU requires to provide the services, unless otherwise specifically stated as excluded or to be provided/performed by Client or a third party, and said services shall be referenced collectively throughout this Agreement as “work.”

**2. Responsibilities of the Parties.**

2.1 Both parties agree to act in good faith in fulfillment of this Agreement. Neither party shall attempt to hinder or otherwise prevent the other party from fulfilling their duties as outlined herein.

2.2 CAIU shall:

Perform the Scope of Work as indicated above.

2.3 Client shall:

-Authorize the CAIU to obtain a copy of the Client's Medical Assistance provider number and allow access to the Client's SBAP claiming system.

-Be responsible for maintaining all required staff and student records on their property.

-Submit parental consent and IEPs for all Medical Assistance-eligible students to the CAIU on an on-going basis.

- Be responsible for any audit citations/findings resulting from billing errors, expenditures or activities performed by the Client and accept financial responsibility.

3. **Cost.** In consideration for the work to be provided under this Agreement, Client agrees to pay and CAIU agrees to accept, **\$62 per hour** (Sixty-two dollars per hour) in fulfillment of this Agreement.

Additional cost terms, if any, shall be addressed in Section 25 herein or subsequent Addenda as agreed to by both parties.

4. **Invoicing and Payment.** The CAIU shall invoice Client on a(n) bi-monthly basis for the costs incurred to provide the Services. All invoices are due within 45 days of the date of the invoice. Both the Client and CAIU recognize and agree that CAIU will suffer financial hardship to its cash flow in the event payments are received late; therefore, CAIU reserves the right to impose a two percent (2%) late fee for every 30 days past the 45 days that payment is late. Additional Invoicing and Payment terms, if any, shall be addressed in Attachment 1 or subsequent Addenda as agreed to by both parties.

5. **Term and Renewal.**

5.1 The term of this Agreement shall commence July 1, 2024, and shall terminate effective June 30, 2025, unless otherwise agreed upon in writing.

6. **Notice.**

6.1 All notice to, contact with, or any provision of information relevant or pertaining to this Agreement shall be directed to the CAIU as follows:

Contact Name: Andrew E. McCrea, Director - Student Services

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Address: 55 Miller Street, Enola, PA 17025

---

Phone: 717-732-8400

Fax: 717-732-8425

---

Email: [REDACTED]

---

6.2 All notice to, contact with, or any provision of information relevant or pertaining to this Agreement shall be directed to the Client as follows:

Client Contact

Name: Roberto Datorre, Executive Vice President of Operations

---

Address: One Innovation Way, Harrisburg, Pennsylvania 17110

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Phone: 717-710-3300, ext. [REDACTED] Fax: 71-651-0670

---

Email: [REDACTED]

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**7. Mutual Release from Liability.**

7.1 Except as otherwise provided in this Agreement, Client, on behalf of itself, its agents, employees, directors, officers, affiliates, consultants, and/or contractors (collectively "Client") hereby releases CAIU and its agents, employees, directors, officers, affiliates, consultants, and/or contractors "CAIU"), and CAIU hereby releases Client, from all liabilities and claims for damages and/or suits for or by reason of any injury or injuries to any person or persons or property of any kind whatsoever from any cause or causes whatsoever during the performance and execution of this Agreement.

7.2 It is specifically understood and agreed that neither party shall be held liable or otherwise responsible for the acts and/or omissions, including negligence or willful misconduct, of the other party or any of the other party's agents, employees, directors, officers, affiliates, consultants, and/or contractors.

**8. Mutual Indemnification.**

8.1 Both parties are protected under the Commonwealth of Pennsylvania's Tort Claims Act (Act), and as such, cannot and shall not be held responsible or otherwise liable for those actions or inactions specifically enumerated under the Act. Based on the foregoing, each party agrees to protect, indemnify, and hold harmless the other party and its agents, employees, directors, officers, affiliates, consultants, and/or contractors from and against any and all damages, injuries (including bodily injury, dismemberment, and/or death), claims, liabilities, and costs (including reasonable attorneys' fees), which arise or may be suffered or incurred in whole or in part as a result of the acts or omissions of the indemnifying party, its agents, employees, directors, officers, affiliates, consultants, and/or contractors, and whether arising under this Agreement.

8.2 Said indemnity is in addition to any other rights that the indemnified party may have against the indemnifying party and will survive the termination of this Agreement.

**9. Insurance Coverage.**

9.1 The CAIU affirms it carries Workers' Compensation, General Liability, and Errors and Omissions insurance at amounts recognized as customary in the ordinary scope of business. Upon written request, the CAIU shall provide Client with a copy of its certificate of insurance, but under no circumstances, shall CAIU name Client as an additional insured.

9.2 The Client shall carry appropriate insurance coverage, including, but not limited to, Workers' Compensation, General Liability, Errors and Omissions, and the like, throughout the entire term this Agreement. Under no circumstances shall CAIU be responsible for any liability incurred by Client as a result of Client not carrying said insurance.

**10. Limitation of Relationships.** Nothing contained in this Agreement shall be construed to create the relationship of employer and employee between CAIU and Client. CAIU and Client assert that they are not in a joint venture with each other, nor intend to operate as a joint venture.

**11. Work Product.**

11.1 All work products, whether tangible or intangible, and regardless of medium, that are created, produced, engineered or otherwise devised by CAIU during the course of this Agreement are solely owned by the CAIU and may not be used, sold, or otherwise distributed by the Client in any manner which exceeds the scope of the relationship between the Client and the CAIU as described herein or as described in a contract made hereunder.

11.2 Any unauthorized use or infringement of work product by Client shall be considered a material breach.

11.3 Unless otherwise expressly stated herein, no license for use, whether expresses or implied, is given to Client by this Agreement.

**12. Confidentiality.**

12.1 Under this Agreement, the parties may have access (verbally or in writing) to information that is confidential in nature. Such information may include, but not be limited to student information and data; work product, facts or statistics, ideas, materials, business plans, technical information, methodologies, or any other shared data.

- 12.2 CAIU and Client agree not to use or disclose such confidential information for any purpose other than in fulfillment of this Agreement, and/or as required by activities described herein, and then, only to the designated employees and/or consultants of CAIU and Client. Additionally, both parties acknowledge and agree that they are bound by the Family Education Rights and Privacy Act of 1974 (FERPA) and the business associate and subcontractor privacy rules of the Health Insurance Portability and Accountability Act of 1996 as amended (HIPAA), and all other applicable State and federal laws.
- 12.3 Notwithstanding the above, CAIU is a public governmental entity subject to public disclosure and right-to-know laws, and this Section 12 and its subsections shall not apply with respect to any information that is required to be disclosed under or by any law or which subsequently enters the public domain through no fault of the receiving party.
- 12.4 The provisions of this Section 12 and its subsection shall survive termination or expiration of the Agreement.

### 13. Warranties.

- 13.1 **Unless otherwise expressly stated in Section 25 herein or in an Addendum hereto, CAIU MAKES NO WARRANTIES, EITHER EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION ANY IMPLIED WARRANTY OF MERCHANTABILITY OR WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE IN REGARDS TO THE SERVICE(S) AND/OR PRODUCT(S) IT PROVIDES TO CLIENT, AND**
- 13.2 **CLIENT ACCEPTS THE SERVICE(S) AND/OR PRODUCT(S) PROVIDED BY CAIU “AS IS,” WITH NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION IMPLIED WARRANTY OF MERCHANTABILITY OR WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE.** The CAIU assumes no liability for losses, damages, or legal judgments resulting from Client’s use of any product or service provided to Client under this Agreement.
- 13.3 CAIU does not warrant that any product provided by it will perform without error or that it will run without immaterial interruption. Moreover, CAIU provides no warranty regarding, and shall therefore have no responsibility for any claim arising from a modification made by Client unless CAIU approves such modification in writing; and/or use of the product in combination with or on products other than as specified in writing by the CAIU.
- 13.4 CAIU shall (a) “pass through” to Client any warranty right it receives from any third party provider of system components not authored or manufactured by CAIU (“Third Party

Components”); and (b) reasonably cooperate with Client in enforcing such rights. CAIU provides no warranties, express or implied, with regard to Third Party Components, and CAIU shall not be liable for any failure of any Third Party Component to function as expected or intended.

14. **Audit.** All service and billing records of the Client are subject to audit at any time by auditors performing annual fiscal or program audits, as required by the federal government, and/or the Pennsylvania Department of Education, and/or the CAIU as required by a third party.

15. **Severance; Full Force and Effect.**

15.1 If any provision of this Agreement is found to be invalid, illegal, or unenforceable, that provision shall be null and void, and all other provisions shall remain in full force and effect.

15.2 In the event a term of this Agreement is not strictly enforced, such non-enforcement shall not be interpreted as acquiescence nor shall it be seen as precedent setting and enforcement of the term at any time in the future shall be binding and not subject to dispute.

16. **Governing Law and Venue.**

16.1 This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania, without regard to the provisions concerning conflict of laws.

16.2 Client hereby irrevocably consents to and agrees that jurisdiction and venue for all disputes arising under this Agreement shall lie exclusively with the state and federal courts for Cumberland County, Pennsylvania and the Middle District of Pennsylvania.

17. **Non-Discrimination.** The Client agrees to treat all persons in a non-discriminatory manner, in keeping with applicable state and federal laws, including, without limitation, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, and the Pennsylvania Human Relations Act. No person shall be discriminated against by the Provider because of race, color, religious creed, ancestry, national origin, sex, age, sexual orientation, or handicap.

18. **Compliance with Law and Policy.** During the term of this Agreement, both parties hereto shall comply with all applicable federal, state, and local laws and regulations, including the Pennsylvania School Code and applicable Board Policy of either party.

19. **Clearances.** As a Pennsylvania education agency, the CAIU complies with the Pennsylvania School Code, Pennsylvania Department of Education (PDE), and any other rules and/or regulations regarding the hiring and administration of personnel. All CAIU staff members and independent consultants who may be assigned to work with Client have all met applicable standards regarding hiring and the completion of background checks and clearances, including Act 34, Act 151, and Act 114 background checks and TB/physical exams as required by the PA School Code. Upon written request by the Client, the CAIU will provide a copy of all clearances *to its employee(s) and consultants* who are providing work to the Client and the employee or consultant will present them to the Client; the CAIU shall not forward clearances directly to the Client.

20. **Termination.**

20.1 Each party has the right to terminate this Agreement (1) to the extent provided herein; or (2) in the event of a material breach, after giving written notice and at least thirty (30) calendar days to remedy; or (3) without cause upon ninety (90) days written notice.

20.2 Upon termination by the Client, all work shall stop and payment for all work completed to date shall be immediately due and payable to the CAIU.

21. **Damages.** In addition to termination and any other rights provided hereunder, CAIU has the right to seek any remedy available to it in equity or in law, whether monetary or injunctive relief.

22. **Headings.** The headings of this Agreement are for convenience of reference only and do not affect the meaning or interpretation of this Agreement.

23. **Rules of Construction.** No provision of this Agreement shall be construed against a party simply because that party drafted the provision.

24. **Entire Agreement and Modification.**

24.1 This Agreement constitutes the entire contract between the parties regarding the work and supersedes any previous oral and/or written representations, negotiations, and/or understandings between the parties.

24.2 Any changes, additions, or deletions to the Scope of Work shall be considered a modification as described herein. Any such modification must be subsequently labeled *Addendum 1*,



*Addendum, 2, en sic.* To be valid, any modifications/amendments to this Agreement shall be made in writing, signed by an authorized representative of both parties, and dated.

24.3 Any and all Addenda shall be considered incorporated as a valid term of this Agreement.

24.4 It is specifically understood and agreed that every Addendum must be separately negotiated and a revised price agreed upon, in writing, by both parties.

24.5 Notwithstanding, this Agreement may be executed in multiple counterparts. Each such counterpart shall be an original and all together shall constitute but one and the same Agreement.

**25. Additional Terms and Conditions Specific to this Agreement.**

25.1 Billing for SBAP agreements will follow the Student Services billing cycle (July, September, November, January, March and June). Any remaining June hours that are not billed in the June billing will appear in the reconciliation billing statement.

By signing below, each person represents he/she has the authority to execute this Agreement on behalf of his/her respective party and freely enters into this Agreement with the intent to be bound hereby as of the date first set forth above.

**CAPITAL AREA INTERMEDIATE UNIT**

**COMMONWEALTH  
CHARTER ACADEMY**

---

Authorized Signature  
Andria Saia, Ed.D, JD

---

Printed Name  
Executive Director

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Title

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Authorized Signature  
Roberto Datorre

---

Printed Name  
Executive Vice President of Operations

---

Title

Rev. 4/3/2018

## School Based ACCESS Program Support 2024-2025

Service	Service Description
<p style="text-align: center;"><b><i>School Based ACCESS Program Support</i></b></p>	<p>This support service is available to assist with functions relating to claiming costs associated with providing health related IEP services as allowable through Pennsylvania’s School Based ACCESS Program (SBAP). Program support is offered in a variety of ways to meet specific needs and may consist of:</p> <ul style="list-style-type: none"> <li>● Identification of students eligible for Medical Assistance (MA)</li> <li>● Review of IEPs to ensure eligibility for MA claiming</li> <li>● Assistance obtaining SBAP parental consent</li> <li>● Medical Practitioner Authorization of the IEP</li> <li>● Assistance obtaining eligible Service Provider certification information</li> <li>● Data entry of student and staff data in SBAP claiming system</li> <li>● Training LEA staff on electronic entry of Professional Service Logs in the SBAP claiming system</li> <li>● Assistance in completion of Professional Service Logs</li> <li>● Data entry of Professional Service Logs (if providers are not using electronic entry-billed on an hourly basis)</li> <li>● Assistance completing PDE 352 ACCESS Request for Funds form</li> <li>● Required Medicaid fraud background searches of SBAP direct service providers</li> <li>● Maintain SBAP documentation</li> </ul> <p>To assist with planning for the cost of contracted support, an average IEP requires approximately 2.5 billable support hours per year, depending on ease of obtaining parental consent, accuracy of IEPs, and data entry of student and staff data in the SBAP claiming system.</p>
<p style="text-align: center;"><b><i>School Based ACCESS Program Consultation</i></b></p>	<p>This consultative service is available to provide guidance and training on best practices for the administration and support of an LEA’s School Based ACCESS Program. Services are available to support the procedural aspects of SBAP claiming and program administration. These supports could include training the LEA’s ACCESS Coordinator, Business Manager, or Service Providers to establish the required procedures and record keeping for SBAP claiming and cost reporting.</p>

**For additional information, contact Rosemary Braught, ACCESS Coordinator  
732-8400 ext. 8514 or [REDACTED]**

**For additional information, contact Amy Cserny, Supervisor  
732-8400 ext. 8148 or [REDACTED]**



## **MEMORANDUM OF UNDERSTANDING**

Between

COMMONWEALTH CHARTER ACADEMY

And

\_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_

### **I. BACKGROUND:**

WHEREAS, Commonwealth Charter Academy (hereinafter referred to as "CCA") and \_\_\_\_\_ Gaudenzia, Inc \_\_\_\_\_ (hereinafter referred to as "\_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_") have agreed to cooperate mutually in the provision of services to learners with \_\_\_substance use disorder \_\_\_\_\_ impacting their educational performance, this memorandum outlines the services \_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_ will deliver to CCA and its families, as well as the assistance CCA will provide to accomplish such ends.

### **II. PURPOSE:**

The purpose of this Memorandum of Understanding is to coordinate services for CCA learners and to create a clear understanding of the parties' respective responsibilities. This memorandum sets forth items of reciprocal cooperation, which will assist the above-captioned participants in meeting their respective responsibilities. For these reasons, the parties have reached the following understandings.

### **III. UNDERSTANDINGS and RESPONSIBILITIES:**

#### **1. CORE TEAM ESTABLISHMENT:**

CCA agrees to provide a Student Assistance Core Team in accordance with Pennsylvania law. 22 PA Code § 12.41. The core team will be a committee composed of professionals from various disciplines within

the school and liaisons from community agencies. All members will be trained to identify barriers to learning and, through collaboration with families, will strategize for and/or refer identified learners for assistance to enhance school success. All members of the core team will have received training as outlined in the PDE Basic Education Circular (BEC) issued under 24 P.S. § 15-1547, which requires that all Student Assistance Program (SAP) team members be trained by a Commonwealth Approved SAP Training Provider. Members are trained to identify problems and determine if these problems lie within the responsibility of the school, and be able to make recommendations to assist the learner and their caretakers. The core team will notify \_\_\_ Gaudenzia, Inc. \_\_\_\_\_ of its common meeting place, times, and maintenances by providing one week's written notice should a representative of \_\_\_ Gaudenzia, Inc. \_\_\_\_\_ deem it necessary to attend. CCA agrees to provide: the appropriate school-based information, as mutually determined by \_\_\_ Gaudenzia, Inc. \_\_\_\_\_ and CCA; a confidential area for meetings; a secure storage of student records; and compliance with confidentiality regulations.

## 2. CORE TEAM ACTIVITIES:

A staff member of \_\_\_ Gaudenzia, Inc. \_\_\_\_\_ will serve as an ad hoc core team member. This individual will represent \_\_\_ Gaudenzia, Inc. \_\_\_\_\_ provide input into service needs for learners, make recommendations for referral to various services, and participate in Student Assistance Program activities mutually agreed upon by \_\_\_ Gaudenzia, Inc. \_\_\_\_\_ and CCA. In the event of a school building closing or team meeting cancellation, the Core Team/School Coordinator is responsible for notifying \_\_\_ Gaudenzia, Inc. \_\_\_\_\_ personnel of said cancellation. The liaison from \_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_ will be knowledgeable about SAP in school and about the local system-wide services and have skills in resource acquisition.

## 3. CENTRAL ASSESSMENT REFERRAL PROCEDURES:

\_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_ will receive referrals for assessment only through the designated Student Assistance core team members. Information exchanged regarding the referral will be agreed upon by the Student Assistance Core Team and \_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_ and will be in compliance with the Family Educational Rights and Privacy Act (FERPA) and Pennsylvania Guidelines, 20 U.S.C.A. § 1232; 22 Pa. Code § 12.33. The School will secure informed parental consent before an assessment is completed and prior to delivery of services or presentation of service recommendations.

## 4. AUXILIARY SERVICES:

If \_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_ has designated personnel whose job description entails educational or community outreach, \_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_ will present at least one live lesson classroom session for caretakers or learners in conjunction with a SAP team member during the school year that this Memorandum of Understanding is in place. Other services provided by \_\_\_\_\_ Gaudenzia,

Inc. \_\_\_\_\_ may include, but are not limited to, co-facilitation of school-based groups, SAP team trainings, and presentation of additional live lesson classroom sessions. These additional activities, and any necessary payment for said services, will be negotiated by CCA and \_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_ as the need arises.

5. EMERGENCY SERVICES:

In the event of an emergency, CCA will first contact the local designated crisis intervention agency or 911 according to its internal policy.

6. MANDATED CLEARANCES

\_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_ shall obtain and present to CCA all of the criminal history background checks, child abuse clearances and applicable employment history reviews that are required by Pennsylvania law (24 P.S. §§ 1-111 and 1-111.1; 23 Pa.C.S. Chapter 63) for all personnel who will have direct contact with learners.

7. CONFLICT RESOLUTION:

Should there be a conflict between CCA and \_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_, the conflict resolution process is as follows:

Step 1: CCA Student Assistance Core Team and \_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_ representatives will conduct an open dialog discussion of their conflict and their intentions going forward in order to come to a mutual understanding;

Step 2: CCA Administration and \_\_\_\_\_ Gaudenzia, Inc. \_\_\_\_\_ administration will conduct an open dialog discussion of their conflict and their intentions going forward in order to come to a mutual understanding;

Step 3: If no mutual understanding can be reached and the conflict remains unresolved, the understanding between the parties will terminate.

8. TERM:

This Memorandum of Understanding shall be effective throughout the 2024-2025 school year. Should either party's intentions change in a material way, said party shall provide written notification to the other.

IN WITNESS WHEREOF, the parties hereto have caused this Memorandum of Understanding to be executed by their authorized officers.

ATTEST:

Gaudenzia, Inc



Amanda Ternigan, LCSW/outpatient Director.

ATTEST:

COMMONWEALTH CHARTER ACADEMY

BY: \_\_\_\_\_

Thomas Longenecker, President/CEO

BY: \_\_\_\_\_

Brian Comegna, SAP Chairperson



## **MEMORANDUM OF UNDERSTANDING**

Between

COMMONWEALTH CHARTER ACADEMY

And

\_\_The LGBT Center of Greater Reading\_\_

### **I. BACKGROUND:**

WHEREAS, Commonwealth Charter Academy (hereinafter referred to as "CCA") and \_\_ The LGBT Center of Greater Reading \_\_ have agreed to cooperate mutually in the provision of services to learners who identify as \_\_LGBTQIA\_\_ with related issues impacting their educational performance, this memorandum outlines the services \_\_ The LGBT Center of Greater Reading \_\_ will deliver to CCA and its families, as well as the assistance CCA will provide to accomplish such ends.

### **II. PURPOSE:**

The purpose of this Memorandum of Understanding is to coordinate services for CCA learners and to create a clear understanding of the parties' respective responsibilities. This memorandum sets forth items of reciprocal cooperation, which will assist the above-captioned participants in meeting their respective responsibilities. For these reasons, the parties have reached the following understandings.

### **III. UNDERSTANDINGS and RESPONSIBILITIES:**

#### **1. CORE TEAM ESTABLISHMENT:**

CCA agrees to provide a Student Assistance Core Team in accordance with Pennsylvania law. 22 PA Code § 12.41. The core team will be a committee composed of professionals from various disciplines within the school and liaisons from community agencies. All members will be trained to identify barriers to

learning and, through collaboration with families, will strategize for and/or refer identified learners for assistance to enhance school success. All members of the core team will have received training as outlined in the PDE Basic Education Circular (BEC) issued under 24 P.S. § 15-1547, which requires that all Student Assistance Program (SAP) team members be trained by a Commonwealth Approved SAP Training Provider. Members are trained to identify problems and determine if these problems lie within the responsibility of the school, and be able to make recommendations to assist the learner and their caretakers. The core team will notify \_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ of its common meeting place, times, and maintenances by providing one week's written notice should a representative of \_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ deem it necessary to attend. CCA agrees to provide: the appropriate school-based information, as mutually determined by \_\_\_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ and CCA; a confidential area for meetings; a secure storage of student records; and compliance with confidentiality regulations.

## 2. CORE TEAM ACTIVITIES:

A staff member of \_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ will serve as an ad hoc core team member. This individual will represent \_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_, provide input into service needs for learners, make recommendations for referral to various services, and participate in Student Assistance Program activities mutually agreed upon by \_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ and CCA. In the event of a school building closing or team meeting cancellation, the Core Team/School Coordinator is responsible for notifying \_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ personnel of said cancellation. The liaison from \_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ will be knowledgeable about SAP in school and about the local system-wide services and have skills in resource acquisition.

## 3. CENTRAL ASSESSMENT REFERRAL PROCEDURES:

\_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ will receive referrals for assessment only through the designated Student Assistance core team members. Information exchanged regarding the referral will be agreed upon by the Student Assistance Core Team and \_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ and will be in compliance with the Family Educational Rights and Privacy Act (FERPA) and Pennsylvania Guidelines, 20 U.S.C.A. § 1232; 22 Pa. Code § 12.33. The School will secure informed parental consent before an assessment is completed and prior to delivery of services or presentation of service recommendations.

## 4. AUXILIARY SERVICES:

If \_\_\_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ has designated personnel whose job description entails educational or community outreach, \_\_\_\_\_ The LGBT Center of Greater Reading



\_\_\_\_\_ will present at least one live lesson classroom session for caretakers or learners in conjunction with a SAP team member during the school year that this Memorandum of Understanding is in place. Other services provided by \_\_\_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ may include, but are not limited to, co-facilitation of school-based groups, SAP team trainings, and presentation of additional live lesson classroom sessions. These additional activities, and any necessary payment for said services, will be negotiated by CCA and \_\_\_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ as the need arises.

5. EMERGENCY SERVICES:

In the event of an emergency, CCA will first contact the local designated crisis intervention agency or 911 according to its internal policy.

6. MANDATED CLEARANCES

\_\_\_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ shall obtain and present to CCA all of the criminal history background checks, child abuse clearances and applicable employment history reviews that are required by Pennsylvania law (24 P.S. §§ 1-111 and 1-111.1; 23 Pa.C.S. Chapter 63) for all personnel who will have direct contact with learners.

7. CONFLICT RESOLUTION:

Should there be a conflict between CCA and \_\_\_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_, the conflict resolution process is as follows:

Step 1: CCA Student Assistance Core Team and \_\_\_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ representatives will conduct an open dialog discussion of their conflict and their intentions going forward in order to come to a mutual understanding;

Step 2: CCA Administration and \_\_\_\_\_ The LGBT Center of Greater Reading \_\_\_\_\_ administration will conduct an open dialog discussion of their conflict and their intentions going forward in order to come to a mutual understanding;

Step 3: If no mutual understanding can be reached and the conflict remains unresolved, the understanding between the parties will terminate.

8. TERM:

This Memorandum of Understanding shall be effective throughout the \_2024-2025\_\_\_\_\_ school year. Should either party's intentions change in a material way, said party shall provide written notification to the other.

IN WITNESS WHEREOF, the parties hereto have caused this Memorandum of Understanding to be executed by their authorized officers.

ATTEST:

LGBT Center of Greater Reading



Laura Biancone

ATTEST:

COMMONWEALTH CHARTER ACADEMY

BY: \_\_\_\_\_  
Thomas Longenecker, President/CEO

BY: \_\_\_\_\_  
Brian Comegna, SAP Coordinator



## **MEMORANDUM OF UNDERSTANDING**

Between

COMMONWEALTH CHARTER ACADEMY

And

Pennsylvania Coalition to Advance Respect,

a division of Respect Together

### I. BACKGROUND:

WHEREAS, Commonwealth Charter Academy (hereinafter referred to as "CCA") and \_\_Pennsylvania Coalition to Advance Respect (hereinafter referred to as "PCAR") have agreed to cooperate mutually in the provision of services to learners with \_\_sexual assault and/or child abuse\_\_\_\_ impacting their educational performance, this memorandum outlines the services PCAR will deliver to CCA and its families, as well as the assistance CCA will provide to accomplish such ends.

### II. PURPOSE:

The purpose of this Memorandum of Understanding is to coordinate services for CCA learners and to create a clear understanding of the parties' respective responsibilities. This memorandum sets forth items of reciprocal cooperation, which will assist the above-captioned participants in meeting their respective responsibilities. For these reasons, the parties have reached the following understandings.

### III. UNDERSTANDINGS and RESPONSIBILITIES:

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#### 1. CORE TEAM ESTABLISHMENT:

CCA agrees to provide a Student Assistance Core Team in accordance with Pennsylvania law. 22 PA Code § 12.41. The core team will be a committee composed of professionals from various disciplines within

the school and liaisons from community agencies. All members will be trained to identify barriers to learning and, through collaboration with families, will strategize for and/or refer identified learners for assistance to enhance school success. All members of the core team will have received training as outlined in the PDE Basic Education Circular (BEC) issued under 24 P.S. § 15-1547, which requires that all Student Assistance Program (SAP) team members be trained by a Commonwealth Approved SAP Training Provider. Members are trained to identify problems and determine if these problems lie within the responsibility of the school, and be able to make recommendations to assist the learner and their caretakers. The core team will notify \_\_\_ PCAR \_\_\_\_\_ of its common meeting place, times, and maintenances by providing one week's written notice. A representative of \_\_\_ PCAR \_\_\_\_\_ will attend meetings as CCA requests and as \_\_\_ PCAR \_\_\_ is available. CCA agrees to provide: the appropriate school-based information, as mutually determined by \_\_\_\_\_ PCAR \_\_\_\_\_ and CCA; a confidential area for meetings; a secure storage of student records; and compliance with confidentiality regulations.

## 2. CORE TEAM ACTIVITIES:

A staff member of PCAR will serve as an ad hoc core team member. This individual will represent PCAR, provide input into service needs for learners, make recommendations for referral to various services, and participate in Student Assistance Program activities mutually agreed upon by PCAR and CCA. In the event of a school building closing or team meeting cancellation, the Core Team/School Coordinator is responsible for notifying PCAR personnel of said cancellation. The liaison from PCAR will be knowledgeable about SAP in school and about the local system-wide services and have skills in resource acquisition.

## 3. CENTRAL ASSESSMENT REFERRAL PROCEDURES:

PCAR will receive referrals for assessment only through the designated Student Assistance core team members. Information exchanged regarding the referral will be agreed upon by the Student Assistance Core Team and PCAR and will be in compliance with the Family Educational Rights and Privacy Act (FERPA) and Pennsylvania Guidelines, 20 U.S.C.A. § 1232; 22 Pa. Code § 12.33. The School will secure informed parental consent before an assessment is completed and prior to delivery of services or presentation of service recommendations.

## 4. AUXILIARY SERVICES:

If PCAR has designated personnel whose job description entails educational or community outreach, PCAR will present at least one live lesson classroom session for caretakers or learners in conjunction with a SAP team member during the school year that this Memorandum of Understanding is in place. Other services provided by PCAR may include, but are not limited to, co-facilitation of school-based groups, SAP team trainings, and presentation of additional live lesson classroom sessions. These

additional activities, and any necessary payment for said services, will be negotiated by CCA and PCAR as the need arises.

5. EMERGENCY SERVICES:

In the event of an emergency, CCA will first contact the local designated crisis intervention agency or 911 according to its internal policy.

6. MANDATED CLEARANCES

PCAR shall obtain and present to CCA all of the criminal history background checks, child abuse clearances and applicable employment history reviews that are required by Pennsylvania law (24 P.S. §§ 1-111 and 1-111.1; 23 Pa.C.S. Chapter 63) for all personnel who will have direct contact with learners.

7. CONFLICT RESOLUTION:

Should there be a conflict between CCA and PCAR , the conflict resolution process is as follows:

Step 1: CCA Student Assistance Core Team and PCAR representatives will conduct an open dialog discussion of their conflict and their intentions going forward in order to come to a mutual understanding;

Step 2: CCA Administration and PCAR administration will conduct an open dialog discussion of their conflict and their intentions going forward in order to come to a mutual understanding;

Step 3: If no mutual understanding can be reached and the conflict remains unresolved, the understanding between the parties will terminate.

8. TERM:

This Memorandum of Understanding shall be effective throughout the 2024-2025 School year. Should either party's intentions change in a material way, said party shall provide written notification to the other.

IN WITNESS WHEREOF, the parties hereto have caused this Memorandum of Understanding to be executed by their authorized officers.

ATTEST:

Pennsylvania Coalition to Advance Respect a division of  
Respect Together



Joyce Lukima, Coalition Director/Chief Operating Officer

ATTEST:

COMMONWEALTH CHARTER ACADEMY

BY: \_\_\_\_\_  
Thomas Longenecker, President/CEO

BY: \_\_\_\_\_  
Brian Comegna, Manager of Pupil Services



## **MEMORANDUM OF UNDERSTANDING**

Between

COMMONWEALTH CHARTER ACADEMY

And

\_\_The Sexual Assault Resource and Counseling Center of Lebanon and Schuylkill Counties\_\_\_\_

### **I. BACKGROUND:**

WHEREAS, Commonwealth Charter Academy (hereinafter referred to as “CCA”) and \_\_ The Sexual Assault Resource and Counseling Center of Lebanon and Schuylkill Counties \_\_\_\_ (hereinafter referred to as “\_\_ SARCC \_\_\_\_\_”) have agreed to cooperate mutually in the provision of services to learners with \_\_sexual assault and/or child abuse\_\_\_\_ impacting their educational performance, this memorandum outlines the services \_\_ SARCC \_\_\_\_\_ will deliver to CCA and its families, as well as the assistance CCA will provide to accomplish such ends.

### **II. PURPOSE:**

The purpose of this Memorandum of Understanding is to coordinate services for CCA learners and to create a clear understanding of the parties’ respective responsibilities. This memorandum sets forth items of reciprocal cooperation, which will assist the above-captioned participants in meeting their respective responsibilities. For these reasons, the parties have reached the following understandings.

### **III. UNDERSTANDINGS and RESPONSIBILITIES:**

#### **1. CORE TEAM ESTABLISHMENT:**

CCA agrees to provide a Student Assistance Core Team in accordance with Pennsylvania law. 22 PA Code § 12.41. The core team will be a committee composed of professionals from various disciplines within

the school and liaisons from community agencies. All members will be trained to identify barriers to learning and, through collaboration with families, will strategize for and/or refer identified learners for assistance to enhance school success. All members of the core team will have received training as outlined in the PDE Basic Education Circular (BEC) issued under 24 P.S. § 15-1547, which requires that all Student Assistance Program (SAP) team members be trained by a Commonwealth Approved SAP Training Provider. Members are trained to identify problems and determine if these problems lie within the responsibility of the school, and be able to make recommendations to assist the learner and their caretakers. The core team will notify \_\_\_ SARCC \_\_\_\_\_ of its common meeting place, times, and maintenances by providing one week's written notice should a representative of \_\_\_ SARCC \_\_\_\_\_ deem it necessary to attend. CCA agrees to provide: the appropriate school-based information, as mutually determined by \_\_\_ SARCC \_\_\_\_\_ and CCA; a confidential area for meetings; a secure storage of student records; and compliance with confidentiality regulations.

## 2. CORE TEAM ACTIVITIES:

A staff member of \_\_\_ SARCC \_\_\_\_\_ will serve as an ad hoc core team member. This individual will represent \_\_\_ SARCC \_\_\_\_\_, provide input into service needs for learners, make recommendations for referral to various services, and participate in Student Assistance Program activities mutually agreed upon by \_\_\_ SARCC \_\_\_\_\_ and CCA. In the event of a school building closing or team meeting cancellation, the Core Team/School Coordinator is responsible for notifying \_\_\_ SARCC \_\_\_\_\_ personnel of said cancellation. The liaison from \_\_\_ SARCC \_\_\_\_\_ will be knowledgeable about SAP in school and about the local system-wide services and have skills in resource acquisition.

## 3. CENTRAL ASSESSMENT REFERRAL PROCEDURES:

\_\_\_ SARCC \_\_\_\_\_ will receive referrals for assessment only through the designated Student Assistance core team members. Information exchanged regarding the referral will be agreed upon by the Student Assistance Core Team and \_\_\_ SARCC \_\_\_\_\_ and will be in compliance with the Family Educational Rights and Privacy Act (FERPA) and Pennsylvania Guidelines, 20 U.S.C.A. § 1232; 22 Pa. Code § 12.33. The School will secure informed parental consent before an assessment is completed and prior to delivery of services or presentation of service recommendations.

## 4. AUXILIARY SERVICES:

If \_\_\_ SARCC \_\_\_\_\_ has designated personnel whose job description entails educational or community outreach, \_\_\_ SARCC \_\_\_\_\_ will present at least one live lesson classroom session for caretakers or learners in conjunction with a SAP team member during the school year that this Memorandum of Understanding is in place. Other services provided by \_\_\_\_\_



SARCC \_\_\_\_\_ may include, but are not limited to, co-facilitation of school-based groups, SAP team trainings, and presentation of additional live lesson classroom sessions. These additional activities, and any necessary payment for said services, will be negotiated by CCA and \_\_\_ SARCC \_\_\_\_\_ as the need arises.

5. EMERGENCY SERVICES:

In the event of an emergency, CCA will first contact the local designated crisis intervention agency or 911 according to its internal policy.

6. MANDATED CLEARANCES

\_\_\_ SARCC \_\_\_\_\_ shall obtain and present to CCA all of the criminal history background checks, child abuse clearances and applicable employment history reviews that are required by Pennsylvania law (24 P.S. §§ 1-111 and 1-111.1; 23 Pa.C.S. Chapter 63) for all personnel who will have direct contact with learners.

7. CONFLICT RESOLUTION:

Should there be a conflict between CCA and \_\_\_ SARCC \_\_\_\_\_, the conflict resolution process is as follows:

Step 1: CCA Student Assistance Core Team and \_\_\_ SARCC \_\_\_\_\_ representatives will conduct an open dialog discussion of their conflict and their intentions going forward in order to come to a mutual understanding;

Step 2: CCA Administration and \_\_\_\_\_ SARCC \_\_\_\_\_ administration will conduct an open dialog discussion of their conflict and their intentions going forward in order to come to a mutual understanding;

Step 3: If no mutual understanding can be reached and the conflict remains unresolved, the understanding between the parties will terminate.

8. TERM:

This Memorandum of Understanding shall be effective throughout the 2024-2025 school year. Should either party's intentions change in a material way, said party shall provide written notification to the other.

IN WITNESS WHEREOF, the parties hereto have caused this Memorandum of Understanding to be executed by their authorized officers.

ATTEST:

Sexual Assault Resource & Counseling Center (SARCC)



Alissa Perrotto, President/CEO

ATTEST:

COMMONWEALTH CHARTER ACADEMY

BY: \_\_\_\_\_

Thomas Longenecker, President/CEO

BY: \_\_\_\_\_

Brian Comegna, Manager of Pupil Services



# Invoice #28574

**From**

FMX  
Facilities Management Express, LLC  
800 Yard St.  
Suite 115  
Columbus, OH 43212  
(844)664-4400  
billing@gofmx.com

**Invoice Summary**

<b>Invoice Number</b>	28574
<b>Date</b>	04/26/2024
<b>Terms</b>	Net 30
<b>Due Date</b>	05/26/2024
<b>Amount Due (USD)</b>	\$ 9,538.82

**Bill To**

Commonwealth Charter Academy  
One Innovation Way  
Harrisburg, Pennsylvania 17110

**Item / Description****Amount****FMX Annual Subscription Fee**

9,538.82

FMX Software Sales - 5 Users - \$4,862.02  
Annual Software License (05/26/2024 to 05/25/2025)

FMX Subscription Add On Fee - 5 Additional Users - \$4,676.80  
(05/26/2024 to 05/25/2025)

**Amount Due (USD)**

\$ 9,538.82

Thanks for your business! FMX

**Payment via ACH (banking information follows) or through Stripe (links below) is preferred** or mail checks to the address above.



Remittance Advice: billing@gofmx.com



**EXHIBIT A**

**COMMUNITY-BASED SUPPORT SERVICES  
ADVANCED TRAINING PROGRAMS, INC.  
CCA WORK ASSIGNMENT  
DATE: July 1, 2024**

**THIS WORK ASSIGNMENT** is subject to the terms of the Community-Based Support Services Agreement between CCA and Advanced Training Programs, Inc. (Contractor), dated as of July 1, 2024 (“Agreement”). Capitalized terms used but not otherwise defined in this Work Assignment shall have the meanings ascribed to them in the Agreement. The terms of this Work Assignment shall control for purposes of this Assignment if there is a conflict with the terms of the Agreement.

**NAME OF CONTRACTOR:           ADVANCED TRAINING PROGRAMS, INC.**

**FEES:**

- \$325 per CCA student, per month, billable on a pro-rated basis based on the date services are initiated or terminated, using 30 days for the number of days in a month.
- Contractor is limited to providing services to no more than 30 students in any given month.

**START DATE: July 1, 2024**

**END DATE: June 30, 2025**

**CCA CONTACT:** Joseph Page, Director of Special Projects

**DESCRIPTION OF SERVICES:**

- Enrollment support for families living in the community in which Contractor is located, including assistance with completing enrollment documents, scanning/copying and submitting required information and documentation (immunization, residency, etc.), navigating the online enrollment platform, contacting CCA's enrollment staff, and other fundamental enrollment support.
- Basic edio and technical support; assistance with contacting CCA's technical support for higher level concerns.
- Storing and providing access to temporary or replacement equipment (laptops, headphones, and other items provided by CCA) on-site to ensure a student can continue accessing coursework.
- Learning Coach support.
- Teacher and CCA staff communication.
- Serving as a location for students to receive in-person special education services (separately paid for by CCA directly to the contracted provider) in situations where the family is not comfortable having those services provided in the home and another convenient location is not available in the community.

- Hosting CCA mobile classroom or other on-site extracurricular and family/student-engagement and socialization opportunities.
- Hosting orientation sessions for new families, using information provided by CCA.
- Assisting families with contacting CCA for instructional or other support.
- Tutoring, including art, project completion, and physical education supports and opportunities.
- Student attendance and engagement/lessons completion support.
- Wi-Fi or other internet access appropriate for students to be able to receive the services under this Work Assignment.
- Physical space appropriate for students to be able to receive the services under this Work Assignment.
- Provision of in-service education to staff, parents, etc., as requested.

The services of Contractor shall be provided on an as needed basis, as requested by the student or caretaker.

Contractor will not use any form of physical restraint on a CCA student.

**LOCATION/SCHOOL:** Contractor shall provide Services at the following location(s) (herein the “Location”):

6003 Jonestown Road  
Harrisburg, PA 17112

**SPECIAL TERMS AND CONDITIONS:**

1. **Student Absences.** During the Term of this Agreement, Contractor shall comply in all respects with CCA’s policies and procedures relating to student absences, difficulty contacting/serving students, and service refusal. In the event a student becomes truant or accrues more than 10 overdue lessons, CCA may withhold payment of fees for the student until the truancy or all overdue lessons are resolved.
2. **Review of Progress.** Contractor and Contractor’s employees or subcontractors providing services to students under this Agreement shall document implementation of delivery of service on a service log substantially in the form provided by CCA.
3. **Instructions; Approval of Invoices.** Contractor shall only take instructions authorizing the provision of Services on behalf of CCA and under this Agreement from CCA and its designated staff. Consequently, billing for all Services shall only be submitted to CCA, and Contractor shall not bill, submit for reimbursement, or invoice any student, School, family, client, or third party for any Services contracted for by CCA. All invoices must be approved by the CCA contact listed above prior to payment thereof.
4. **Commonwealth Charter Academy Medical ACCESS Program.** CCA reserves the right to claim medical reimbursement through the Pennsylvania Department of

Education/Department of Human Services school-based Medical ACCESS Program for any student that the Contractor and Contractor's staff or subcontractors service through this Agreement. It is understood that the Contractor and Contractor's staff and subcontractors will provide the required documentation necessary in order for CCA to claim this reimbursement, using whatever forms, procedures, and training CCA prescribes, for any period of the program year. All applicable Medical ACCESS paperwork is to be completed and submitted to CCA by the 10<sup>th</sup> of each month following the date of service delivery.

If the Medical ACCESS paperwork is not submitted by the end of the month following the month of service, CCA will not be responsible for payment on the Contractor's invoice until the document is received.

**[Signatures appear on the following page]**

**IN WITNESS WHEREOF**, the Parties by their authorized representatives have signed this Work Assignment to be effective as of the Start Date above.

**COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL**

---

Signature:  
Print Name: Roberto T. Datorre  
Title: Executive Vice President of Operations  
Date:

**ADVANCED TRAINING PROGRAMS, INC.**

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Signature:  
Print Name: Charlie Fortney  
Title: Corporation Owner  
Date:



**EXHIBIT A**

**COMMUNITY-BASED SUPPORT SERVICES  
MONELLI EDUCATIONAL SERVICES  
CCA WORK ASSIGNMENT  
DATE: July 1, 2023**

**THIS WORK ASSIGNMENT** is subject to the terms of the Community-Based Support Services Agreement between CCA and Monelli Educational Services (Contractor), dated as of July 1, 2024 (“Agreement”). Capitalized terms used but not otherwise defined in this Work Assignment shall have the meanings ascribed to them in the Agreement. The terms of this Work Assignment shall control for purposes of this Assignment if there is a conflict with the terms of the Agreement.

**NAME OF CONTRACTOR: MONELLI EDUCATIONAL SERVICES**

**FEES:**

- \$325 per CCA student, per month, billable on a pro-rated basis based on the date services are initiated or terminated, using 30 days for the number of days in a month.
- Contractor is limited to providing services to no more than 75 students in any given month.

**START DATE: July 1, 2024**

**END DATE: June 30, 2025**

**CCA CONTACT:** Joseph Page, Director of Special Projects

**DESCRIPTION OF SERVICES:**

- Enrollment support for families living in the community in which Contractor is located, including assistance with completing enrollment documents, scanning/copying and submitting required information and documentation (immunization, residency, etc.), navigating the online enrollment platform, contacting CCA's enrollment staff, and other fundamental enrollment support.
- Basic edio and technical support; assistance with contacting CCA's technical support for higher level concerns.
- Storing and providing access to temporary or replacement equipment (laptops, headphones, and other items provided by CCA) on-site to ensure a student can continue accessing coursework.
- Learning Coach support.
- Teacher and CCA staff communication.
- Serving as a location for students to receive in-person special education services (separately paid for by CCA directly to the contracted provider) in situations where the

family is not comfortable having those services provided in the home and another convenient location is not available in the community.

- Hosting CCA mobile classroom or other on-site extracurricular and family/student-engagement and socialization opportunities.
- Hosting orientation sessions for new families, using information provided by CCA.
- Assisting families with contacting CCA for instructional or other support.
- Tutoring, including art, project completion, and physical education supports and opportunities.
- Student attendance (daily logins to CCA’s relationship management system) and engagement/lessons completion support.
- Wi-Fi or other internet access appropriate for students to be able to receive the services under this Work Assignment.
- Physical space appropriate for students to be able to receive the services under this Work Assignment.
- Provision of in-service education to staff, parents, etc., as requested.

The services of Contractor shall be provided on an as needed basis, as requested by the student or caretaker.

Contractor will not use any form of physical restraint on a CCA student.

**LOCATION/SCHOOL:** Contractor shall provide Services at the following location(s) (herein the “Location”):

CUMBERLAND COUNTY

558 Petersburg Road  
Carlisle, PA 17013

ADAMS COUNTY

3590 Carlisle Rd.  
Gardners, PA 17304

**SPECIAL TERMS AND CONDITIONS:**

1. **Student Absences.** During the Term of this Agreement, Contractor shall comply in all respects with CCA’s policies and procedures relating to student absences, difficulty contacting/serving students, and service refusal. In the event a student becomes truant or accrues more than 20 overdue lessons, CCA may withhold payment of fees for the student until the truancy or all overdue lessons are resolved or an acceptable plan is agreed to between CCA, Contractor, and the student’s caretaker.
2. **Review of Progress.** Contractor and Contractor’s employees or subcontractors providing services to students under this Agreement shall document implementation of delivery of service on a service log substantially in the form provided by CCA.

3. **Instructions; Approval of Invoices.** Contractor shall only take instructions authorizing the provision of Services on behalf of CCA and under this Agreement from CCA and its designated staff. Consequently, billing for all Services shall only be submitted to CCA, and Contractor shall not bill, submit for reimbursement, or invoice any student, School, family, client, or third party for any Services contracted for by CCA. All invoices must be approved by the CCA contact listed above prior to payment thereof.
  
4. **Commonwealth Charter Academy Medical ACCESS Program.** CCA reserves the right to claim medical reimbursement through the Pennsylvania Department of Education/Department of Human Services school-based Medical ACCESS Program for any student that the Contractor and Contractor's staff or subcontractors service through this Agreement. It is understood that the Contractor and Contractor's staff and subcontractors will provide the required documentation necessary in order for CCA to claim this reimbursement, using whatever forms, procedures, and training CCA prescribes, for any period of the program year. All applicable Medical ACCESS paperwork is to be completed and submitted to CCA by the 10<sup>th</sup> of each month following the date of service delivery.

If the Medical ACCESS paperwork is not submitted by the end of the month following the month of service, CCA will not be responsible for payment on the Contractor's invoice until the document is received.

**[Signatures appear on the following page]**

**IN WITNESS WHEREOF**, the Parties by their authorized representatives have signed this Work Assignment to be effective as of the Start Date above.

**COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL**

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Signature:  
Print Name: Roberto T. Datorre  
Title: Executive Vice President of Operations  
Date:

**MONELLI EDUCATIONAL SERVICES**

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Signature:  
Print Name: Dawn Monelli  
Title: Executive Director  
Date:

**EXHIBIT A**

**COMMUNITY-BASED SUPPORT SERVICES  
MOTIVATED YOUNG SCHOLARS  
CCA WORK ASSIGNMENT  
DATE: July 1, 2024**

**THIS WORK ASSIGNMENT** is subject to the terms of the Community-Based Support Services Agreement between CCA and Motivated Young Scholars (Contractor), dated as of July 1, 2024 (“Agreement”). Capitalized terms used but not otherwise defined in this Work Assignment shall have the meanings ascribed to them in the Agreement. The terms of this Work Assignment shall control for purposes of this Assignment if there is a conflict with the terms of the Agreement.

**NAME OF CONTRACTOR: MOTIVATED YOUNG SCHOLARS**

**FEES:**

- \$325 per CCA student, per month, billable on a pro-rated basis based on the date services are initiated or terminated, using 30 days for the number of days in a month.
- Contractor is limited to providing services to no more than **45** students in any given month.

**START DATE: July 1, 2024**

**END DATE: June 30, 2025**

**CCA CONTACT:** Joseph Page, Director of Special Projects

**DESCRIPTION OF SERVICES:**

- Enrollment support for families living in the community in which Contractor is located, including assistance with completing enrollment documents, scanning/copying and submitting required information and documentation (immunization, residency, etc.), navigating the online enrollment platform, contacting CCA's enrollment staff, and other fundamental enrollment support.
- Basic edio and technical support; assistance with contacting CCA's technical support for higher level concerns.
- Storing and providing access to temporary or replacement equipment (laptops, headphones, and other items provided by CCA) on-site to ensure a student can continue accessing coursework.
- Learning Coach support.
- Teacher and CCA staff communication.
- Serving as a location for students to receive in-person special education services (separately paid for by CCA directly to the contracted provider) in situations where the

family is not comfortable having those services provided in the home and another convenient location is not available in the community.

- Hosting CCA mobile classroom or other on-site extracurricular and family/student-engagement and socialization opportunities.
- Hosting orientation sessions for new families, using information provided by CCA.
- Assisting families with contacting CCA for instructional or other support.
- Tutoring, including art, project completion, and physical education supports and opportunities.
- Student attendance (daily logins to CCA’s relationship management system) and engagement/lessons completion support.
- Wi-Fi or other internet access appropriate for students to be able to receive the services under this Work Assignment.
- Physical space appropriate for students to be able to receive the services under this Work Assignment.
- Provision of in-service education to staff, parents, etc., as requested.

The services of Contractor shall be provided on an as needed basis, as requested by the student or caretaker.

Contractor will not use any form of physical restraint on a CCA student.

**LOCATION/SCHOOL:** Contractor shall provide Services at the following location(s) (herein the “Location”):

5646 Cedar Avenue, Philadelphia, PA 19143

**SPECIAL TERMS AND CONDITIONS:**

1. **Student Absences.** During the Term of this Agreement, Contractor shall comply in all respects with CCA’s policies and procedures relating to student absences, difficulty contacting/serving students, and service refusal. In the event a student becomes truant or accrues more than 20 overdue lessons, CCA may withhold payment of fees for the student until the truancy or all overdue lessons are resolved or an acceptable plan is agreed to between CCA, Contractor, and the student’s caretaker.
2. **Review of Progress.** Contractor and Contractor’s employees or subcontractors providing services to students under this Agreement shall document implementation of delivery of service on a service log substantially in the form provided by CCA.
3. **Instructions; Approval of Invoices.** Contractor shall only take instructions authorizing the provision of Services on behalf of CCA and under this Agreement from CCA and its designated staff. Consequently, billing for all Services shall only be submitted to CCA, and Contractor shall not bill, submit for reimbursement, or invoice any student, School, family, client, or third party for any Services contracted for by CCA. All invoices must be approved by the CCA contact listed above prior to payment thereof.

4. **Commonwealth Charter Academy Medical ACCESS Program.** CCA reserves the right to claim medical reimbursement through the Pennsylvania Department of Education/Department of Human Services school-based Medical ACCESS Program for any student that the Contractor and Contractor's staff or subcontractors service through this Agreement. It is understood that the Contractor and Contractor's staff and subcontractors will provide the required documentation necessary in order for CCA to claim this reimbursement, using whatever forms, procedures, and training CCA prescribes, for any period of the program year. All applicable Medical ACCESS paperwork is to be completed and submitted to CCA by the 10<sup>th</sup> of each month following the date of service delivery.

If the Medical ACCESS paperwork is not submitted by the end of the month following the month of service, CCA will not be responsible for payment on the Contractor's invoice until the document is received.

**[Signatures appear on the following page]**

**IN WITNESS WHEREOF**, the Parties by their authorized representatives have signed this Work Assignment to be effective as of the Start Date above.

**COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL**

---

Signature:  
Print Name: Roberto T. Datorre  
Title: Executive Vice President of Operations  
Date:

**MOTIVATED YOUNG SCHOLARS**

---

Signature:  
Print Name: Verna Aggie  
Title: Director  
Date:



## EXHIBIT A

### COMMUNITY-BASED SUPPORT SERVICES NEW BEGINNINGS EARLY CHILD DEVELOPMENT & LEARNING CENTER CCA WORK ASSIGNMENT DATE: July 1, 2024

**THIS WORK ASSIGNMENT** is subject to the terms of the Community-Based Support Services Agreement between CCA and New Beginnings Early Child Development & Learning Center (Contractor), dated as of July 1, 2024 (“Agreement”). Capitalized terms used but not otherwise defined in this Work Assignment shall have the meanings ascribed to them in the Agreement. The terms of this Work Assignment shall control for purposes of this Assignment if there is a conflict with the terms of the Agreement.

**NAME OF CONTRACTOR: NEW BEGINNINGS EARLY CHILD DEVELOPMENT & LEARNING CENTER**

**FEES:**

- \$325 per CCA student, per month, billable on a pro-rated basis based on the date services are initiated or terminated, using 30 days for the number of days in a month.
- Contractor is limited to providing services to no more than **20** students in any given month.

**START DATE: July 1, 2024**

**END DATE: June 30, 2025**

**CCA CONTACT:** Joseph Page, Director of Special Projects

**DESCRIPTION OF SERVICES:**

- Enrollment support for families living in the community in which Contractor is located, including assistance with completing enrollment documents, scanning/copying and submitting required information and documentation (immunization, residency, etc.), navigating the online enrollment platform, contacting CCA's enrollment staff, and other fundamental enrollment support.
- Basic edio and technical support; assistance with contacting CCA's technical support for higher level concerns.
- Storing and providing access to temporary or replacement equipment (laptops, headphones, and other items provided by CCA) on-site to ensure a student can continue accessing coursework.
- Learning Coach support.
- Teacher and CCA staff communication.
- Serving as a location for students to receive in-person special education services (separately paid for by CCA directly to the contracted provider) in situations where the

family is not comfortable having those services provided in the home and another convenient location is not available in the community.

- Hosting CCA mobile classroom or other on-site extracurricular and family/student-engagement and socialization opportunities.
- Hosting orientation sessions for new families, using information provided by CCA.
- Assisting families with contacting CCA for instructional or other support.
- Tutoring, including art, project completion, and physical education supports and opportunities.
- Student attendance (daily logins to CCA’s relationship management system) and engagement/lessons completion support.
- Wi-Fi or other internet access appropriate for students to be able to receive the services under this Work Assignment.
- Physical space appropriate for students to be able to receive the services under this Work Assignment.
- Provision of in-service education to staff, parents, etc., as requested.

The services of Contractor shall be provided on an as needed basis, as requested by the student or caretaker.

Contractor will not use any form of physical restraint on a CCA student.

**LOCATION/SCHOOL:** Contractor shall provide Services at the following location(s) (herein the “Location”):

2336 N 3rd St Rear, Harrisburg, PA 17110

**SPECIAL TERMS AND CONDITIONS:**

1. **Student Absences.** During the Term of this Agreement, Contractor shall comply in all respects with CCA’s policies and procedures relating to student absences, difficulty contacting/serving students, and service refusal. In the event a student becomes truant or accrues more than 20 overdue lessons, CCA may withhold payment of fees for the student until the truancy or all overdue lessons are resolved or an acceptable plan is agreed to between CCA, Contractor, and the student’s caretaker.
2. **Review of Progress.** Contractor and Contractor’s employees or subcontractors providing services to students under this Agreement shall document implementation of delivery of service on a service log substantially in the form provided by CCA.
3. **Instructions; Approval of Invoices.** Contractor shall only take instructions authorizing the provision of Services on behalf of CCA and under this Agreement from CCA and its designated staff. Consequently, billing for all Services shall only be submitted to CCA, and Contractor shall not bill, submit for reimbursement, or invoice any student, School, family, client, or third party for any Services contracted for by CCA. All invoices must be approved by the CCA contact listed above prior to payment thereof.

4. **Commonwealth Charter Academy Medical ACCESS Program.** CCA reserves the right to claim medical reimbursement through the Pennsylvania Department of Education/Department of Human Services school-based Medical ACCESS Program for any student that the Contractor and Contractor's staff or subcontractors service through this Agreement. It is understood that the Contractor and Contractor's staff and subcontractors will provide the required documentation necessary in order for CCA to claim this reimbursement, using whatever forms, procedures, and training CCA prescribes, for any period of the program year. All applicable Medical ACCESS paperwork is to be completed and submitted to CCA by the 10<sup>th</sup> of each month following the date of service delivery.

If the Medical ACCESS paperwork is not submitted by the end of the month following the month of service, CCA will not be responsible for payment on the Contractor's invoice until the document is received.

**[Signatures appear on the following page]**

**IN WITNESS WHEREOF**, the Parties by their authorized representatives have signed this Work Assignment to be effective as of the Start Date above.

**COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL**

---

Signature:  
Print Name: Roberto T. Datorre  
Title: Executive Vice President of Operations  
Date:

**NEW BEGINNINGS EARLY CHILD DEVELOPMENT & LEARNING CENTER**

---

Signature:  
Print Name: Tiffiney Portee  
Title: Executive Director  
Date:

## EXHIBIT A

### COMMUNITY-BASED SUPPORT SERVICES “Philadelphia Hockey Academy”, LCC, LLC CCA WORK ASSIGNMENT DATE: July 1, 2024

**THIS WORK ASSIGNMENT** is subject to the terms of the Community-Based Support Services Agreement between CCA and Philadelphia Hockey Academy, LLC (Contractor), dated as of July 1, 2024 (“Agreement”). Capitalized terms used but not otherwise defined in this Work Assignment shall have the meanings ascribed to them in the Agreement. The terms of this Work Assignment shall control for purposes of this Assignment if there is a conflict with the terms of the Agreement.

**NAME OF CONTRACTOR:** Philadelphia Hockey Academy, LLC,

**FEES:**

- \$325 per CCA student, per month, billable on a pro-rated basis based on the date services are initiated or terminated, using 30 days for the number of days in a month.
- Contractor is limited to providing services to no more than 65 students in any given month.

**START DATE:** July 1, 2024

**END DATE:** June 30, 2025

**CCA CONTACT:** Joseph Page, Director of Special Projects

**DESCRIPTION OF SERVICES:**

- Enrollment support for families living in the community in which Contractor is located, including assistance with completing enrollment documents, scanning/copying and submitting required information and documentation (immunization, residency, etc.), navigating the online enrollment platform, contacting CCA's enrollment staff, and other fundamental enrollment support.
- Basic edio and technical support; assistance with contacting CCA's technical support for higher level concerns.
- Storing and providing access to temporary or replacement equipment (laptops, headphones, and other items provided by CCA) on-site to ensure a student can continue accessing coursework.
- Learning Coach support.
- Teacher and CCA staff communication.
- Serving as a location for students to receive in-person special education services (separately paid for by CCA directly to the contracted provider) in situations where the family is not comfortable having those services provided in the home and another convenient location is not available in the community.

Philadelphia Hockey Academy, LLC.

- Hosting CCA mobile classroom or other on-site extracurricular and family/student-engagement and socialization opportunities.
- Hosting orientation sessions for new families, using information provided by CCA.
- Assisting families with contacting CCA for instructional or other support.
- Tutoring, including art, project completion, and physical education supports and opportunities.
- Student attendance and engagement/lessons completion support.
- Wi-Fi or other internet access appropriate for students to be able to receive the services under this Work Assignment.
- Physical space appropriate for students to be able to receive the services under this Work Assignment.
- Provision of in-service education to staff, parents, etc., as requested.

The services of Contractor shall be provided on an as needed basis, as requested by the student or caretaker.

Contractor will not use any form of physical restraint on a CCA student.

**LOCATION/SCHOOL:** Contractor shall provide Services at the following location(s) (herein the “Location”):

**A. The Campus**

4533coln Hwy, Downingtown, PA 19335

**B. PNY Sports Arena**

1646t Chester Pike, West Chester, PA 19382

**C. IceWorks Skating Complex**

3100 Dutton Mill Rd, Aston, PA 19014

**SPECIAL TERMS AND CONDITIONS:**

1. **Student Absences.** During the Term of this Agreement, Contractor shall comply in all respects with CCA’s policies and procedures relating to student absences, difficulty contacting/serving students, and service refusal. In the event a student becomes truant or accrues more than 20 overdue lessons, CCA may withhold payment of fees for the student until the truancy or all overdue lessons are resolved.
2. **Review of Progress.** Contractor and Contractor’s employees or subcontractors providing services to students under this Agreement shall document implementation of delivery of service on a service log substantially in the form provided by CCA.
3. **Instructions; Approval of Invoices.** Contractor shall only take instructions authorizing the provision of Services on behalf of CCA and under this Agreement from CCA and its designated staff. Consequently, billing for all Services shall only be submitted to CCA,

and Contractor shall not bill, submit for reimbursement, or invoice any student, School, family, client, or third party for any Services contracted for by CCA. All invoices must be approved by the CCA contact listed above prior to payment thereof.

4. **Commonwealth Charter Academy Medical ACCESS Program.** CCA reserves the right to claim medical reimbursement through the Pennsylvania Department of Education/Department of Human Services school-based Medical ACCESS Program for any student that the Contractor and Contractor's staff or subcontractors service through this Agreement. It is understood that the Contractor and Contractor's staff and subcontractors will provide the required documentation necessary in order for CCA to claim this reimbursement, using whatever forms, procedures, and training CCA prescribes, for any period of the program year. All applicable Medical ACCESS paperwork is to be completed and submitted to CCA by the 10<sup>th</sup> of each month following the date of service delivery.

If the Medical ACCESS paperwork is not submitted by the end of the month following the month of service, CCA will not be responsible for payment on the Contractor's invoice until the document is received.

**[Signatures appear on the following page]**

**IN WITNESS WHEREOF**, the Parties by their authorized representatives have signed this Work Assignment to be effective as of the Start Date above.

**COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL**

---

Signature:  
Print Name: Roberto T. Datorre  
Title: Executive Vice President of Operations  
Date:

**PHILADELPHIA HOCKEY ACADEMY, LCC**

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Signature:  
Print Name: Steve D'Elia  
Title: Owner, Philadelphia Hockey Academy  
Date:





Boom, Maker of Boom Cards  
 A DBA of Omega Labs Inc  
 9805 NE 116th ST STE 7198  
 Kirkland WA 98034  
 1-833-969-2666

# Quote

Email PO To sales@boomlearning.com  
 Quote Number 00000208

Created Date 5/31/2024  
 Expiration Date 7/31/2024

Prepared By Christine Choate  
 Phone (253) 426-0099  
 Email [REDACTED]

Contact Name Jennipher Adams  
 Phone 570-323-1182  
 Email [REDACTED]

Bill To Name Commonwealth Charter Academy (Special Education Department)  
 Bill To 1 Innovation Way  
 Harrisburg, PA 17110-1171  
 US

Ship To Name Commonwealth Charter Academy (Special Education Department)

## Order Information

Subscription Start Date 7/27/2024

Subscription End Date 7/26/2025

Product	Quantity	Line Item Description	Sales Price	Total Price
BoomPlus Subscription	43.00	Standard School Subscription	\$49.99	\$2,149.57

If your state or organization is tax-exempt please attach proof of tax exemption in addition to your PO.

Subtotal \$2,149.57  
 Total Price \$2,149.57  
 Grand Total \$2,149.57



Quote No.	Opportunity No.	Date
Q-158233	OPP-380719	5/8/2024

Remit To	Contact Info
n2y, LLC PO Box 550 Huron, OH 44839	Jenn Adams [REDACTED]

Bill To	Ship To
Commonwealth Charter Academy One Innovation Way Harrisburg, Pennsylvania 17110	Commonwealth Charter Academy One Innovation Way Harrisburg, Pennsylvania 17110

Date	Payment Terms	RFP / Contract #	Purchase Order
5/8/2024	Net 30		

Renewal

Qty	Item	Description	Type	Sub No.	Sub Start Date	Sub End Date	Unit Cost	Amount
35	NWS	News2you™	Renewal	597555	8/16/2024	8/15/2025	\$249.99	\$8,749.65
53	POL10	Polaris (10 Student Seats)	Renewal	597559	8/16/2024	8/15/2025	\$499.99	\$26,499.47
37	ULS	Unique Learning System®	Renewal	597558	8/16/2024	8/15/2025	\$754.99	\$27,934.63
<b>Renewal TOTAL:</b>								\$63,183.75

Add Users

Qty	Item	Description	Type	Sub No.	Sub Start Date	Sub End Date	Unit Cost	Amount
6	NWS	News2you™	Add Users	597555	8/16/2024	8/15/2025	\$249.99	\$1,499.94
12	POL10	Polaris (10 Student Seats)	Add Users	597559	8/16/2024	8/15/2025	\$499.99	\$5,999.88
6	ULS	Unique Learning System®	Add Users	597558	8/16/2024	8/15/2025	\$754.99	\$4,529.94
<b>Add Users TOTAL:</b>								\$12,029.76

Thank you for your business! In need of additional assistance? Please call us at (419) 433-9800 or (800) 697-6575.

Sub-Total: \$75,213.51  
Sales Tax: \$0.00  
Total: \$75,213.51

**Please Note:**

1. This Quote, exclusive of sales tax, is valid for 90 days. Purchase orders or payments via credit card must be received within 90 days from the date of this Quote to guarantee the listed price.

2. Multi-year Quotes require full payment of the Quote amount up front.
3. Prices are subject to change without notice. All orders are subject to our standard terms and conditions. ([Terms of Use & Privacy Policy](#))
4. n2y accepts ACH Payments, checks, or credit cards for all orders.
5. If paying by credit card for a quote without an invoice,
  - Orders greater than \$5,000 will include a 4% processing fee
  - Credit card payments CANNOT be processed via phone or email. They can only be processed through our online store via a link.
  - Reach out to your Sales Representative to request a link to pay.
6. Your Sales Representative would be happy to address any questions you might have regarding these policies.



Quote No.	Opportunity No.	Date
Q-158233	OPP-380719	5/8/2024

NOTE: Your order/Quote will not be processed until we receive a copy of your purchase order. Tax exempt organizations must include a copy of your state tax exempt form with your purchase order. All orders without a state tax exempt form will be charged sales tax at the applicable state rate.

There are four ways to process this Quote:

1. **Preferred:** Email your purchase order along with a copy of your Quote to **sales@n2y.com** or to your Sales Representative. **Email will result in faster processing.**
2. Fax your purchase order and a copy of your Quote to **(419) 433-9810**.
3. To request to use a credit card for payment, contact your n2y Sales Representative via the email address listed below.
4. Mail your purchase order to the address below. Be sure to attach a copy of this Quote or reference **Quote Number Q-158233** on the purchase order.

n2y, LLC  
PO Box 550  
Huron, OH 44839

**n2y Math Manipulatives and Paper Kits are subject to availability.**

ULS printed books will be in stock and available for shipping on July 15, 2024. Purchase orders can be submitted at any time but will not be invoiced and fulfilled until product is on hand in the warehouse. **Cancellation of training day(s) requires a 30 day notification. Failure to cancel within 30 days of initial training date may result in a cancellation fee of up to 50%.**

For additional assistance with your order, please call n2y at (419) 433-9800 or (800) 697-6575.

Sincerely,

Lauren Meek  
Sales Representative

[REDACTED]  
(419) 433-9800 ext.

**Concurrent Enrollment Agreement Between  
Commonwealth Charter Academy Charter School  
and Central Penn College**

This concurrent credit Agreement is entered into pursuant to section 1525 of the Pennsylvania Public School Code of 1949, 24 P.S. § 15-1525, and establishes the conditions through which eligible students from **Commonwealth Charter Academy Charter School (CCA)**, a Grade K-12 public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by **CENTRAL PENN COLLEGE**. This Agreement shall be effective for three (3) years from July 1, 2024, through June 30, 2027, and will automatically renew for one-year periods unless otherwise stipulated by CCA and CENTRAL PENN COLLEGE.

**Background**

Section 1525 of the Public School Code requires that CCA enter into an agreement with an institution of higher education approved to operate in Pennsylvania (IHE) in order to allow students attending CCA and enrolled in Grades 7-12 to attend the IHE and concurrently earn credit at CCA and the IHE.

Further, Pennsylvania public schools, including cyber charter schools, must offer college and career readiness programs to enrolled students. Rigorous non-credit or credit certificate programs of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual-credit courses, and concentrated Career and Technical Education (CTE) programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education’s collection of student progress measures related to school and student success. Additionally, pursuant to Act 6 of 2017 and Act 158 of 2018, the General Assembly has approved alternate graduation pathways for public school students, including postsecondary and career and technical education (CTE) coursework, career readiness indicators, and acceptance to an IHE.

CCA specializes in providing an online, personalized learning experience to students in Grades K-12 in Pennsylvania in order to prepare them for college, career, and life. CCA is required and authorized to provide students with educational opportunities equal to or greater than those offered in traditional public schools.

The Pennsylvania Department of Education and the Charter School Law (24 P.S. § 17-1701-A *et seq.*) recognize that charter schools and cyber charter schools can purchase courses and services and offer them as part of their own curriculum. The Charter School Law also authorizes charter schools and cyber charter schools to make contracts for the procurement of services; and have such other powers necessary to fulfill their charter and which are not inconsistent with the Law. 24 P.S. § 17-1714-A(a)(5), (b).

### **Articulation Defined**

PDE defines “articulation” as, “a planned process of curriculum development, instructional strategies, and administrative procedures, which link educational agencies with other educational agencies or with industries. The linkage helps students make a transition from a school entity to another school entity, college, or university or a business/industry without experiencing delays in or duplication of learning.” 22 Pa. Code § 339.1a(b). See also 22 Pa. Code § 49.1 (describing “articulation” as the transfer and recognition of academic achievement between institutions to facilitate the successful transfer of students without duplication of course work).

In consideration of the foregoing and the terms and conditions that have been discussed, and for other good and valuable consideration the receipt of which is hereby acknowledged, the parties intending to be bound agree to the following terms:

### **TERM**

The term of this Agreement shall be for three (3) years from July 1, 2024, through June 30, 2027, and shall automatically renew for one-year periods unless otherwise terminated by either party.

### **STUDENT ELIGIBILITY/ENROLLMENT CRITERIA**

1. Students who meet all of the following criteria are qualified to participate in the dual credit program and will be enrolled in CENTRAL PENN COLLEGE courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to CENTRAL PENN COLLEGE upon request. At a minimum, CCA students shall meet the following eligibility criteria:
  - a. Student must be in Grades 10-12 for the Dual Enrollment Pathway Program, registered for the programs, courses, training, and other educational offerings of CENTRAL PENN COLLEGE as agreed to by CCA and CENTRAL PENN COLLEGE.
  - b. Student must obtain written permission from student’s parent(s) or legal guardian(s) to participate in the program via the CCA protocols and/or the admissions procedures of CENTRAL PENN COLLEGE.
  - c. Student must maintain a 2.5 cumulative GPA at CCA or otherwise qualify (e.g. certain courses have pre-requisite requirements that must be met).
  - d. Student must complete one semester of non-credit, credit, or certificate programs with CCA prior to enrollment.
  - e. Student must not be engaged in the academic escalation (MTSS warning and intervention) process.
  - f. Student must be satisfactorily meeting high school graduation requirements, as determined by CCA.
  - g. Student must demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by CENTRAL PENN COLLEGE and CCA (may include recommendations, entering and maintained GPA, standardized test scores, and placement exams, if necessary).
  - h. Student must review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance.

- i. Courses are non-remedial.
    - ii. Courses are taught at a postsecondary or collegiate expectation/standard.
    - iii. Courses are identical to traditional CENTRAL PENN COLLEGE courses.
    - iv. Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.
  - i. Student eligibility must be verified each term by CCA.
2. Exceptions to the above eligibility requirements may be made for CCA learners of any grade level who exhibit readiness for college-level coursework through agreement between CCA and via the CENTRAL PENN COLLEGE process as approved by CCA and CENTRAL PENN COLLEGE. Learners in grades lower than Gr. 10 may participate only in online courses.
  3. CENTRAL PENN COLLEGE shall provide CCA with records of student course completion and grade(s) within 30 days of the final day of the course. In order to obtain CCA credit, students must earn a minimum grade of 60% or a D or better in each dual credit course.

### **COURSES AND CREDITS**

4. CCA students enrolled in Grades 10-12 in the Dual Enrollment Pathway Program may register for courses, programs, training, and other educational offerings (IHE courses) of CENTRAL PENN COLLEGE, as agreed to by CCA and CENTRAL PENN COLLEGE.
5. Courses offered under this Agreement are inclusive of all courses offered at CENTRAL PENN COLLEGE, pending available seats in programs. CCA's CEO or designee may, in consultation with CENTRAL PENN COLLEGE, also allow CCA students to take other courses to meet student interest and college or career preparation objectives, and such additional courses shall be subject to the terms of this Agreement.
6. CENTRAL PENN COLLEGE will award credits at or through CENTRAL PENN COLLEGE to the CCA students in the same manner as those awarded to other individuals enrolled at CENTRAL PENN COLLEGE.
7. The courses are offered with the intent of providing instruction for CCA students, and CCA shall grant students credits toward the completion of courses required for graduation.
8. CCA shall weight the high school credits earned by a student for completion of an IHE course – irrespective of whether the course is academic or technical – in the manner similar to Advanced Placement (AP) Program courses at CCA.
9. The courses will be taught by CENTRAL PENN COLLEGE staff and available to the CCA students online, in-person, or a combination thereof for the Dual Enrollment Pathway.
10. CENTRAL PENN COLLEGE will allow CCA to review appropriate course documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this Agreement.

11. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and CENTRAL PENN COLLEGE. CENTRAL PENN COLLEGE staff shall be available to CCA students for assistance and guidance in the same manner as they are made available to other students enrolled in CENTRAL PENN COLLEGE courses.

## **FEES AND PAYMENT**

12. CCA will pay CENTRAL PENN COLLEGE the fees and costs set forth in the Attachment to this Agreement. Any additional costs or fees will be included in invoicing from CENTRAL PENN COLLEGE to CCA. CCA learners and families will not receive a bill, invoice, or request for payment. CCA will receive separate invoicing which shall include any additional cost for learning materials. This amount is non-refundable. No additional costs will be charged unless agreed to in writing by both parties.
13. CCA students who enroll in CENTRAL PENN COLLEGE courses outside of CCA's internal approval are subject to CCA's and CENTRAL PENN COLLEGE's academic and financial policies.
  - a. Withdrawals: Students who wish to be removed from their dual credit program class(es) must follow the CENTRAL PENN COLLEGE Add/Drop or Withdrawal Policy in accordance with the Academic Calendar. Students may receive a W grade or an F on their CENTRAL PENN COLLEGE transcript, as long as the student has met the appropriate deadlines as outlined by the CENTRAL PENN COLLEGE academic calendar on the CENTRAL PENN COLLEGE website. The CENTRAL PENN COLLEGE refund policy appearing in the current Catalog (page 49 of the 23-24 Central Penn College Course Catalog) will be followed:  
<https://www.centralpenn.edu/course-catalog/>
14. CENTRAL PENN COLLEGE will not bill CCA students for any fees or costs that are charged directly to CCA pursuant to this Agreement, or for any other fees or costs that are not charged to other individuals enrolling at CENTRAL PENN COLLEGE. Should CENTRAL PENN COLLEGE determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, CENTRAL PENN COLLEGE will contact CCA prior to seeking payment or proceeding with the student's enrollment.
15. CENTRAL PENN COLLEGE shall invoice CCA after enrollment is confirmed. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.



16. CENTRAL PENN COLLEGE agrees to comply with all federal and state laws and CCA Board policies regarding the health and safety of students and confidentiality and safekeeping of information, including background check and health testing requirements under the Public School Code and Human Services Code, child abuse reporting, FERPA and IDEA. CENTRAL PENN COLLEGE further agrees to keep confidential any proprietary information shared with it by CCA. CENTRAL PENN COLLEGE will sign such documents provided by CCA to confirm compliance with the forgoing.
  - a. FERPA guidance FERPA guidance states, "If the student is under 18, the parent/s still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school. Additionally, the postsecondary institution may disclose personally identifiable information from the student's education records to the parents, without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules." (<https://studentprivacy.ed.gov/faq/if-student-under-18-enrolled-both-high-school-and-local-college-do-parents-have-right-inspect> )

#### **PARTNERSHIP: TERMINATION AND RENEWAL**

17. Either party may terminate this Agreement for any or no reason provided the party who wishes to terminate this Agreement grants the non-terminating party thirty (30) days written notice. Upon termination of this Agreement, all costs which have accrued at the time of termination shall be paid. Any CCA students enrolled in CENTRAL PENN COLLEGE courses at the time of termination shall remain enrolled through the end of the course(s).
18. This Agreement shall automatically renew for one-year periods unless terminated by either party.
19. CCA and its employees and CENTRAL PENN COLLEGE and its employees shall both be properly insured and acknowledge and agree to be treated as independent contractors in partnership with one another.
20. Each party shall indemnify, defend, and hold harmless the other party from and against any and all claims, penalties, demands, causes of action, damages, losses, liabilities, cost expenses, including reasonable attorney's fees in law or equity, of any kind whatsoever, arising out of or in any manner directly or indirectly related to negligent or intentional acts or omissions or violations or failures to comply with federal, state, or local laws by the first party. This paragraph will survive the termination of this Agreement and the completion of the parties' duties under this Agreement.

**SIGNATURES**

CCA and CENTRAL PENN COLLEGE agree not to discriminate in their educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership or any other legally protected classification. Announcement of this policy is in accordance with state law, including the Pennsylvania Human Relations Act, and with federal law, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

**College Signatures**

\_\_\_\_\_ Date: \_\_\_\_\_  
Dr. Linda Fedrizzi-Williams  
President, CENTRAL PENN COLLEGE

\_\_\_\_\_ Date: \_\_\_\_\_  
Dr. Krista Wolfe  
VP Academic Affairs/Provost, CENTRAL PENN COLLEGE

**CCA Signatures**

\_\_\_\_\_ Date: \_\_\_\_\_  
Thomas D. Longenecker  
President and CEO  
Commonwealth Charter Academy Charter School

## ATTACHMENT 1

### ***COURSES/PROGRAMS***

All courses designated as appropriate by CENTRAL PENN COLLEGE and CCA placement are eligible.

<https://www.centralpenn.edu/course-catalog/>

Note: additional courses may be added from the full catalog of offerings at any time, upon agreement between CCA and CENTRAL PENN COLLEGE.

COURSE LIMIT: Unless otherwise agreed to by CCA and CENTRAL PENN COLLEGE, students are permitted to take no more than eight (8) courses during their tenure with Central Penn College.

### ***FEES***

#### **Tuition**

Each 3 cr. course is \$350.00

Each 4 cr. course (course + lab) is \$450.00

#### **Fees**

No additional fees are charged for dual credit

#### **Books & Supplies**

Estimate \$200 per course, but may fluctuate by learner and by course

*\*Tuition and fees listed are subject to change by the Board of Trustees. When changes are made, notice will be given as far in advance as possible.*

**Concurrent Enrollment Agreement Between  
Commonwealth Charter Academy Charter School  
and Lehigh Carbon Community College**

This concurrent credit Agreement is entered into pursuant to section 1525 of the Pennsylvania Public School Code of 1949, 24 P.S. § 15-1525, and establishes the conditions through which eligible students from **Commonwealth Charter Academy Charter School (CCA)**, a Grade K-12 public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by **Lehigh Carbon Community College**. This Agreement shall be effective from July 1, 2024, through June 30, 2027, and will automatically renew for one-year periods unless otherwise stipulated by CCA and Lehigh Carbon Community College.

**Background**

Section 1525 of the Public School Code requires that CCA enter into an agreement with an institution of higher education approved to operate in Pennsylvania (IHE) in order to allow students attending CCA and enrolled in Grades 10-12 to attend the IHE and concurrently earn credit at CCA and the IHE.

Further, Pennsylvania public schools, including cyber charter schools, must offer college and career readiness programs to enrolled students. Rigorous non-credit or credit certificate programs of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual-credit courses, and concentrated Career and Technical Education (CTE) programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education’s collection of student progress measures related to school and student success. Additionally, pursuant to Act 6 of 2017 and Act 158 of 2018, the General Assembly has approved alternate graduation pathways for public school students, including post-secondary and career and technical education (CTE) coursework, career readiness indicators, and acceptance to an IHE.

CCA specializes in providing an online, personalized learning experience to students in Grades K-12 in Pennsylvania in order to prepare them for college, career, and life. CCA is required and authorized to provide students with educational opportunities equal to or greater than those offered in traditional public schools.

The Pennsylvania Department of Education and the Charter School Law (24 P.S. § 17-1701-A *et seq.*) recognize that charter schools and cyber charter schools can purchase courses and services and offer them as part of their own curriculum. The Charter School Law also authorizes charter schools and cyber charter schools to make contracts for the procurement of services; and have such other powers necessary to fulfill their charter and which are not inconsistent with the Law. 24 P.S. § 17-1714-A(a)(5), (b).

### **Articulation Defined**

PDE defines “articulation” as, “a planned process of curriculum development, instructional strategies, and administrative procedures, which link educational agencies with other educational agencies or with industries. The linkage helps students make a transition from a school entity to another school entity, college, or university or a business/industry without experiencing delays in or duplication of learning.” 22 Pa. Code § 339.1a(b). See also 22 Pa. Code § 49.1 (describing “articulation” as the transfer and recognition of academic achievement between institutions to facilitate the successful transfer of students without duplication of course work).

In consideration of the foregoing and the terms and conditions that have been discussed, and for other good and valuable consideration the receipt of which is hereby acknowledged, the parties intending to be bound agree to the following terms:

### **COURSES AND CREDITS**

1. CCA students enrolled in Grades 10-12 may register for courses, programs, training, and other educational offerings (IHE courses) of Lehigh Carbon Community College, as agreed to by CCA and Lehigh Carbon Community College.
2. Courses offered under this Agreement are inclusive of all courses offered at Lehigh Carbon Community College, pending available seats in programs. CCA’s CEO or designee may, in consultation with Lehigh Carbon Community College, also allow CCA students to take other courses to meet student interest and college or career preparation objectives, and such additional courses shall be subject to the terms of this Agreement.
3. Lehigh Carbon Community College shall provide CCA with records of student course completion and grade(s) within 30 days of the final day of the course. In order to obtain CCA credit, students must earn a minimum grade of 60% or a grade of D or better in each course.
4. Lehigh Carbon Community College will award credits at or through Lehigh Carbon Community College to the CCA students in the same manner as those awarded to other individuals enrolled at Lehigh Carbon Community College.
5. The courses are offered with the intent of providing instruction for CCA students, and CCA shall grant students credits toward the completion of courses required for graduation.
6. CCA shall weight the high school credits earned by a student for completion of an IHE course – irrespective of whether the course is academic or technical – in the manner similar to Advanced Placement (AP) Program courses at CCA.
7. The courses will be taught by Lehigh Carbon Community College staff and available to the CCA students online, in-person, or a combination thereof.
8. CCA students who enroll in Lehigh Carbon Community College courses outside of CCA’s internal approval are subject to CCA’s and Lehigh Carbon Community College’s academic and financial policies.

9. Lehigh Carbon Community College will allow CCA to review appropriate course documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this Agreement.
10. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and Lehigh Carbon Community College. Lehigh Carbon Community College staff shall be available to CCA students for assistance and guidance in the same manner as they are made available to other students enrolled in Lehigh Carbon Community College courses.

### **ELIGIBILITY/ENROLLMENT CRITERIA**

11. Students who meet all of the following criteria are qualified to participate in the dual credit program and will be enrolled in Lehigh Carbon Community College courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to Lehigh Carbon Community College upon request. At a minimum, CCA students shall meet the following CCA eligibility criteria:
  - a. Student must be in Grades 10-12 and registered for the programs, courses, training, and other educational offerings of Lehigh Carbon Community College as agreed to by CCA and Lehigh Carbon Community College.
  - b. Student must obtain written permission from student's parent(s) or legal guardian(s) to participate in the program.
  - c. Student must demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by Lehigh Carbon Community College and CCA (may include recommendations, entering and maintained GPA, standardized test scores, and placement exams, if necessary).
  - d. Student must maintain a 3.0 cumulative GPA at CCA.
  - e. Student must complete one semester of non-credit or credit certificate programs with CCA prior to enrollment.
  - f. Student must not be engaged in the academic escalation (MTSS warning and intervention) process.
  - g. Student must be satisfactorily meeting high school graduation requirements, as determined by CCA.
  - h. Student must review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance.
    - i. Courses are non-remedial.
    - ii. Courses are taught at a postsecondary or collegiate expectation/standard.
    - iii. Courses are identical to traditional Lehigh Carbon Community College courses.
    - iv. Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.
12. In consultation with Lehigh Carbon Community College, CCA may waive the eligibility criteria above for a student.

## **COSTS AND BILLING**

13. Lehigh Carbon Community College shall invoice CCA after the finalization of enrollment and student account reports. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.
14. CCA will pay Lehigh Carbon Community College the fees and costs set forth in the Attachment to this Agreement. Any additional costs for learning materials (fees, books, supplies, tools, certification exams, and all other fees and costs necessary for the student's enrollment and participation in the course) will be included in invoicing from Lehigh Carbon Community College to CCA and CCA learners and families will not receive a bill, invoice, or request for payment. This amount is non-refundable. No additional costs will be charged unless agreed to in writing by both parties.
15. Lehigh Carbon Community College will not bill CCA students for any fees or costs that are charged directly to CCA pursuant to this Agreement, or for any other fees or costs that are not charged to other individuals enrolling at Lehigh Carbon Community College. Should Lehigh Carbon Community College determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, Lehigh Carbon Community College will contact CCA prior to seeking payment or proceeding with the student's enrollment.

## **SPECIAL EDUCATION & COMPLIANCE**

16. Lehigh Carbon Community College agrees to comply with all federal and state laws and CCA Board policies regarding the health and safety of students and confidentiality and safekeeping of information, including background check and health testing requirements under the Public School Code and Human Services Code, child abuse reporting, FERPA and IDEA. Lehigh Carbon Community College further agrees to keep confidential any proprietary information shared with it by CCA. Lehigh Carbon Community College will sign such documents provided by CCA to confirm compliance with the forgoing.

## **PARTNERSHIP**

17. CCA and its employees and Lehigh Carbon Community College and its employees shall both be properly insured and acknowledge and agree to be treated as independent contractors in partnership with one another.
18. Either party may terminate this Agreement for any or no reason provided the party who wishes to terminate this Agreement grants the non-terminating party thirty (30) days written notice. Upon termination of this Agreement, all costs which have accrued at the time of termination shall be paid. Any CCA students enrolled in Lehigh Carbon Community College courses at the time of termination shall remain enrolled through the end of the course(s).

19. This Agreement shall automatically renew for one-year periods unless terminated by either party.

20. Each party shall indemnify, defend, and hold harmless the other party from and against any and all claims, penalties, demands, causes of action, damages, losses, liabilities, cost expenses, including reasonable attorney's fees in law or equity, of any kind whatsoever, arising out of or in any manner directly or indirectly related to negligent or intentional acts or omissions or violations or failures to comply with federal, state, or local laws by the first party. This paragraph will survive the termination of this Agreement and the completion of the parties' duties under this Agreement.

\_\_\_\_\_  
Dr. Ann D. Bieber  
President, Lehigh Carbon  
Community College

Date: \_\_\_\_\_

\_\_\_\_\_  
Thomas D. Longenecker  
President and CEO  
Commonwealth Charter Academy Charter School

Date: \_\_\_\_\_



## **ATTACHMENT 1**

### ***COURSES/PROGRAMS***

Any course taken at LCCC that is aligned with the learner's interest or intended college or career plans is eligible for Dual Enrollment, pending agreement between LCCC and CCA. (See #2)

EXCEPTION: Clinical Nursing Certifying Programs. Learners must be HS graduates to engage in this program.

Some programs and courses with labs must be taken synchronously and in-person on campus.

Note: course descriptions, prerequisite requirements, additional certifications or trainings, LCCC credits and lecture/lab ratios, and any additional CTE course fees provided upon request. Course progressions provided at the time of CCA ITR/Course Selection.

### ***FEES***

\$70 per credit for in-county or sponsored (5/20/2024)

\$111 per credit for out-of-county/non-sponsored (5/20/2024)

An additional \$30 per credit fee for Textbooks/fees will be applied. This fee applies regardless of student residency.

*\*Tuition and fees listed are subject to change by the Board of Trustees. When changes are made, notice will be given as far in advance as possible.*

**Concurrent Enrollment Agreement Between  
Commonwealth Charter Academy Charter School  
and Northampton Community College**

This concurrent credit Agreement is entered into pursuant to section 1525 of the Pennsylvania Public School Code of 1949, 24 P.S. § 15-1525, and establishes the conditions through which eligible students from **Commonwealth Charter Academy Charter School (CCA)**, a Grade K-12 public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by **Northampton Community College**. This Agreement shall be effective from September 1, 2024, through August 31, 2027, and will automatically renew for one-year periods unless otherwise stipulated by CCA and Northampton Community College.

**Background**

Section 1525 of the Public School Code requires that CCA enter into an agreement with an institution of higher education approved to operate in Pennsylvania (IHE) in order to allow students attending CCA and enrolled in Grades 10-12 to attend the IHE and concurrently earn credit at CCA and the IHE.

Further, Pennsylvania public schools, including cyber charter schools, must offer college and career readiness programs to enrolled students. Rigorous non-credit or credit certificate programs of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual-credit courses, and concentrated Career and Technical Education (CTE) programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education’s collection of student progress measures related to school and student success. Additionally, pursuant to Act 6 of 2017 and Act 158 of 2018, the General Assembly has approved alternate graduation pathways for public school students, including post-secondary and career and technical education (CTE) coursework, career readiness indicators, and acceptance to an IHE.

CCA specializes in providing an online, personalized learning experience to students in Grades K-12 in Pennsylvania in order to prepare them for college, career, and life. CCA is required and authorized to provide students with educational opportunities equal to or greater than those offered in traditional public schools.

The Pennsylvania Department of Education and the Charter School Law (24 P.S. § 17-1701-A *et seq.*) recognize that charter schools and cyber charter schools can purchase courses and services and offer them as part of their own curriculum. The Charter School Law also authorizes charter schools and cyber charter schools to make contracts for the procurement of services; and have such other powers necessary to fulfill their charter and which are not inconsistent with the Law. 24 P.S. § 17-1714-A(a)(5), (b).

### **Articulation Defined**

PDE defines “articulation” as, “a planned process of curriculum development, instructional strategies, and administrative procedures, which link educational agencies with other educational agencies or with industries. The linkage helps students make a transition from a school entity to another school entity, college, or university or a business/industry without experiencing delays in or duplication of learning.” 22 Pa. Code § 339.1a(b). See also 22 Pa. Code § 49.1 (describing “articulation” as the transfer and recognition of academic achievement between institutions to facilitate the successful transfer of students without duplication of course work).

In consideration of the foregoing and the terms and conditions that have been discussed, and for other good and valuable consideration the receipt of which is hereby acknowledged, the parties intending to be bound agree to the following terms:

### **COURSES AND CREDITS**

1. CCA students enrolled in Grades 10-12 may register for courses, programs, training, and other educational offerings (IHE courses) of Northampton Community College, as agreed to by CCA and Northampton Community College.
2. Courses offered under this Agreement are inclusive of all courses offered at Northampton Community College, pending available seats in programs. CCA’s CEO or designee may, in consultation with Northampton Community College, also allow CCA students to take other courses to meet student interest and college or career preparation objectives, and such additional courses shall be subject to the terms of this Agreement.
3. Northampton Community College shall provide CCA with records of student course completion and grade(s) within 30 days of the final day of the course. In order to obtain CCA credit, students must earn a minimum grade of 60% or a grade of D or better in each course.
4. Northampton Community College will award credits at or through Northampton Community College to the CCA students in the same manner as those awarded to other individuals enrolled at Northampton Community College.
5. The courses are offered with the intent of providing instruction for CCA students, and CCA shall grant students credits toward the completion of courses required for graduation.
6. CCA shall weight the high school credits earned by a student for completion of an IHE course – irrespective of whether the course is academic or technical – in the manner similar to Advanced Placement (AP) Program courses at CCA.
7. The courses will be taught by Northampton Community College staff and available to the CCA students online, in-person, or a combination thereof.
8. CCA students who enroll in Northampton Community College courses outside of CCA’s internal approval are subject to CCA’s and Northampton Community College’s academic and financial policies.

9. Northampton Community College will allow CCA to review appropriate course documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this Agreement.
10. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and Northampton Community College. Northampton Community College staff shall be available to CCA students for assistance and guidance in the same manner as they are made available to other students enrolled in Northampton Community College courses.

### **ELIGIBILITY/ENROLLMENT CRITERIA**

11. Students who meet all of the following criteria are qualified to participate in the dual credit program and will be enrolled in Northampton Community College courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to Northampton Community College upon request. At a minimum, CCA students shall meet the following CCA eligibility criteria:
  - a. Student must be in Grades 10-12 and registered for the programs, courses, training, and other educational offerings of Northampton Community College as agreed to by CCA and Northampton Community College.
  - b. Student must obtain written permission from student's parent(s) or legal guardian(s) to participate in the program.
  - c. Student must demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by Northampton Community College and CCA (may include recommendations, entering and maintained GPA, standardized test scores, and placement exams, if necessary).
  - d. Student must maintain a 3.0 cumulative GPA at CCA.
  - e. Student must complete one semester of non-credit or credit certificate programs with CCA prior to enrollment.
  - f. Student must not be engaged in the academic escalation (MTSS warning and intervention) process.
  - g. Student must be satisfactorily meeting high school graduation requirements, as determined by CCA.
  - h. Student must review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance.
    - i. Courses are non-remedial.
    - ii. Courses are taught at a postsecondary or collegiate expectation/standard.
    - iii. Courses are identical to traditional Northampton Community College courses.
    - iv. Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.
12. In consultation with Northampton Community College, CCA may waive the eligibility criteria above for a student.

## **COSTS AND BILLING**

13. Northampton Community College shall invoice CCA after the finalization of enrollment and student account reports. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.
14. CCA will pay Northampton Community College the fees and costs set forth in the Attachment to this Agreement. Any additional costs for learning materials (fees, books, supplies, tools, certification exams, and all other fees and costs necessary for the student's enrollment and participation in the course) will be included in invoicing from Northampton Community College to CCA and CCA learners and families will not receive a bill, invoice, or request for payment. This amount is non-refundable. No additional costs will be charged unless agreed to in writing by both parties.
15. Northampton Community College will not bill CCA students for any fees or costs that are charged directly to CCA pursuant to this Agreement, or for any other fees or costs that are not charged to other individuals enrolling at Northampton Community College. Should Northampton Community College determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, Northampton Community College will contact CCA prior to seeking payment or proceeding with the student's enrollment.

## **SPECIAL EDUCATION & COMPLIANCE**

16. Northampton Community College agrees to comply with all federal and state laws and CCA Board policies regarding the health and safety of students and confidentiality and safekeeping of information, including background check and health testing requirements under the Public School Code and Human Services Code, child abuse reporting, FERPA and IDEA. Northampton Community College further agrees to keep confidential any proprietary information shared with it by CCA. Northampton Community College will sign such documents provided by CCA to confirm compliance with the forgoing.

## **PARTNERSHIP**

17. CCA and its employees and Northampton Community College and its employees shall both be properly insured and acknowledge and agree to be treated as independent contractors in partnership with one another.
18. Either party may terminate this Agreement for any or no reason provided the party who wishes to terminate this Agreement grants the non-terminating part thirty (30) days written notice. Upon termination of this Agreement, all costs which have accrued at the time of termination shall be paid. Any CCA students enrolled in Northampton Community College courses at the time of termination shall remain enrolled through the end of the course(s).

- 19. This Agreement shall automatically renew for one-year periods unless terminated by either party.
  
- 20. Each party shall indemnify, defend, and hold harmless the other party from and against any and all claims, penalties, demands, causes of action, damages, losses, liabilities, cost expenses, including reasonable attorney’s fees in law or equity, of any kind whatsoever, arising out of or in any manner directly or indirectly related to negligent or intentional acts or omissions or violations or failures to comply with federal, state, or local laws by the first party. This paragraph will survive the termination of this Agreement and the completion of the parties’ duties under this Agreement.

\_\_\_\_\_

Dr. David A. Ruth  
President, Northampton  
Community College

Date: \_\_\_\_\_

\_\_\_\_\_

Thomas D. Longenecker  
President and CEO  
Commonwealth Charter Academy Charter School

Date: \_\_\_\_\_

# ATTACHMENT 1

## COURSES/PROGRAMS

### Important Notes

- **Articulation Agreement** is the document NCC uses for HS credits to transfer INTO NCC from CCA-taught courses.
- This document is the **MOU** governing the transfer of credits OUT OF NCC and into CCA for the purpose of HS graduation credits. (Students earn college credits under dual enrollment that may be transferable to other postsecondary schools.)

### Northampton Community College Dual Enrollment Courses:

- Essentials of Biology (4)
- Human Biology (4)
- General Chemistry I (4)
- Chemistry of Life (4)
- Introduction to IT (3)
- Introductory Statistics (3)
- American National Government (3)
- Principles of Sociology (3)
- Any additional course taken at NCC that is aligned with the learner's interest or intended college or career plans is eligible for Dual Enrollment, pending agreement between NCC and CCA. (See #2)

### Northampton Community College Business & Industry Programs:

- AA in Culinary Arts: College Success (1), Culinary Foundations (4), Product Identification & Costing (3), Baking & Pastry Production (3), Culinary Skill Development (3), Protein Fabrication & Utilization (3), American Regional Cuisine (3), and Global Cuisine (3)
- Baking & Pastry Specialized Diploma (3 semesters): College Success (1), Baking & Pastry Fundamentals (3), Intro to Baking & Pastry (3), Intro to Culinary Arts (3), Artisan Breads & Rolls (3), Advanced Baking & Pastry Techniques (3), Classic Cakes & Tortes (3), Cookies & Petite Desserts (3), Plated Desserts (3)
- Additional CTE Progressions may be provided for select students in:
  - Hospitality and Sport Management
  - Computer Aided Design
  - Construction Management
  - Electrical Technology
  - Electromechanical Technology
  - Industrial Maintenance Millwright
  - HVAC/R Technology
  - Welding Technology
  - Any additional courses may be added from the full catalog of Northampton Community College offerings at any time, upon agreement between CCA and Northampton Community College.

Note: course descriptions, prerequisite requirements, additional certifications or trainings, NCC credits and lecture/lab ratios, and any additional CTE course fees provided upon request. Course progressions provided at the time of CCA ITR/Course Selection.

## FEES

- Northampton County Residents - \$90 per credit
- Other PA County Residents - \$110 per credit
- Monroe County Residents - \$95 Per credit
- Out of State/Country Residents - \$125 per credit

### **ADDITIONAL CHS DISCOUNT NOTE**

Tuition for dual enrollment learners is discounted when following the traditional College-in-HS model (CCA instructor, NCC curriculum):

- Northampton Co. residents: \$75 per credit
- Monroe Co. residents: \$80 per credit
- Out-of-county residents: \$95 per credit

These rates apply beginning in the 2025-2026 school year for two courses in CCA's Grow-Your-Own initiative through Northampton. These courses will be offered through edio at the discounted rates:

- Introduction to Special Education (SPEC160)
- Education for All Students (EDUC115)

*\*Tuition and fees listed are subject to change by the Board of Trustees. When changes are made, notice will be given as far in advance as possible.*

**CONTRACTS/AGREEMENTS/PURCHASES FOR APPROVAL - JUNE 2024 - ACTION ITEMS**

**INFORMATION TECHNOLOGY AND RMS DEVELOPMENT & SUPPORT**

<u>PERSON/ENTITY</u>	<u>SERVICE/PRODUCT</u>	<u>TIME PERIOD</u>	<u>INFORMATION</u>	<u>COST</u>
CDI	Internet Connection Services	N/A	Implementation of two new firewalls at the Harrisburg and Malvern Family Service Centers to create a network tunnel for our family service centers. A more efficient technology that uses direct internet vs point-to-point circuit.	\$151,104.20
DynamicWeb	Software Services	5/1/2024 - 8/1/2024	Custom work to Comet's Closet for curriculum related item limits per student.	\$29,200.00

**OTHER**

<u>PERSON/ENTITY</u>	<u>SERVICE/PRODUCT</u>	<u>TIME PERIOD</u>	<u>INFORMATION</u>	<u>COST</u>
Millersville University	Student Teacher Affiliation Agreement	6/12/2024 - 6/11/2029	Affiliation agreement with Millersville University for CCA to host student teachers to meet clinical education, fieldwork, practicum, internship and residency (field experience) requirements.	N/A

**SERVICES**

<u>PERSON/ENTITY</u>	<u>SERVICE/PRODUCT</u>	<u>TIME PERIOD</u>	<u>INFORMATION</u>	<u>COST</u>
Joe McFarland	Staff Recruitment Services	7/1/2024 - 6/30/2026	Contractor will provide CCA with support in the area of recruitment and identification of qualified professional staff.	\$75/hour. Maximum in 7/1/2024 - 6/30/2025 is \$75,000.00
Oliver, Price, & Rhodes	Legal Services	N/A	Legal counsel to provide advice and counsel, in consultation with CCA's school solicitor, in a state court employment litigation matter.	Attorneys: \$175.00/hour Paralegals: \$75.00/hour; Costs additional

**DUAL ENROLLMENT AND CTE COURSES/PROGRAMS**

<u>PERSON/ENTITY</u>	<u>SERVICE/PRODUCT</u>	<u>TIME PERIOD</u>	<u>INFORMATION</u>	<u>COST</u>
Fayette County Career & Technical Institute	CTE Course/Program	8/1/2023-7/30/2026	Enrollment agreement for eligible CCA students to attend and participate in the CTC's Career and Technical Education courses/programs for cosmetology.	\$7,359.17 per student for part-time program.
Technical College High School CTC	CTE Course/Program	7/1/2024-6/30/2025	Enrollment agreement for eligible CCA students to attend and participate in the CTC's Career and Technical Education courses/programs.	\$10,758 per student for half-day program.



Temple University	Dual Enrollment for High School/College Courses	8/1/2023-8/31/2026	Dual enrollment agreement with Lehigh Carbon Community College to offer rigorous, college courses and certification programs to CCA students pursuant to the School Code.	2023-2024: No cost; Grant Funded 2024-2025: \$1,250/student/3 credit course
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**CDI LLC**  
 500 Fifth Avenue, Suite 1500  
 New York, NY 10110  
 (877) 216 0133

*Quote Prepared For:*  
**Commonwealth Charter Academy**  
 One Innovation Way  
 Harrisburg, PA, 17110

**Quote Date:** 04/19/2024  
**Exp Date:** 05/17/2024  
**Quote No:** Q-97713-1  
**Prepared By:** [REDACTED]

**CCA Fortinet Project: Option 2**

Fortigate-2601F with 3 Year Support	\$ 151,104.20
Fortigate-80F with 1 Year Support	\$ 0.00
<b>TOTAL</b>	<b>\$ 151,104.20</b>

**Account Manager: Gregory Dandy**  
**Email:** [REDACTED]  
**Phone#:** (717) 612-2336

**Terms & Conditions**

*Pricing subject to change without advanced notice from the manufacturer. Restock fees will apply for any items returned. Returns must be made within 15 days of receipt of items unopened. CDI terms net 30 days. Shipping fees not included. The information provided to you in this communication is regarded by Computer Design & Integration LLC to be Confidential and Proprietary information. This includes the description of the materials/products for sale, the prices quoted, and any description of consulting services to be performed by Computer Design & Integration LLC. This information shall not be disclosed or made available to any party unrelated to this agreement without our express written consent. You must also exercise reasonable care to protect this information from the unauthorized disclosure by others.*

**Name:**  
**Signature:**  
**Ship To Address:**

**Date:**

*Per Computer Design & Integration COSTARS contract # 003-E22-530 for Hardware  
 Per Computer Design & Integration COSTARS contract # 006-E22-211 for Software*

Fortigate-2601F with 3 Year Support				
QTY	PART NUMBER	DESCRIPTION	UNIT SELL	EXT. SELL
2	FG-2601F	4 x 100GE/40GE QSFP28 slots, 16 x 25GE/10GE SFP28 slots, 16 x 10GE RJ45 ports, 2x 10G SFP+ HA slots, 2x 1G MGMT ports, SPU NP7 and CP9 hardware accelerated, and dual AC power supplies with 2TB onboard storage	\$ 42,838.82	\$ 85,677.64
2	FC-10-F26F1-247-02-36	FortiGate-2601F 3 Year FortiCare Premium Support	\$ 32,713.28	\$ 65,426.56
			<b>SUBTOTAL</b>	<b>\$ 151,104.20</b>

Fortigate-80F with 1 Year Support				
QTY	PART NUMBER	DESCRIPTION	UNIT SELL	EXT. SELL
1	FG-80F-BDL-950-12	FortiGate-80F Hardware plus 1 Year FortiCare Premium and FortiGuard Unified Threat Protection (UTP)	\$ 0.00	\$ 0.00
			<b>SUBTOTAL</b>	<b>\$ 0.00</b>

<Back to Action Items Chart>

## Statement of Work (SOW)

DynamicWeb®

This Statement of Work (this "SOW") under the Master Services Agreement between DYNAMICWEB NORTH AMERICA, INC. ("DynamicWeb") and COMMONWEALTH CHARTER ACADEMY ("Client"), dated February 4, 2022 ("Agreement") is entered into as of the last signature below. The terms and conditions of the Agreement are hereby incorporated herein by reference. In the event of a conflict between the Agreement and this SOW, the terms of the Agreement shall prevail, unless this SOW expressly references the specific provision in the Agreement to be modified by this SOW. All capitalized terms that are used but not defined in this SOW shall have the respective meanings given to them in the Agreement.

## Description of professional services

Add new curriculum items

## Prepared by

Jacob Whitlow, Director of Accounts  
Nuno Aguiar, Director of Delivery and Senior Solutions Architect  
Kenneth Holm, Solutions Architect  
Shawn Tehini, Director of Integration

## Project timeframe

Project requested start: May 2024  
Project requested finish: August 2024

## Deliverables

Implement logic for Course Triggers  
Verify adding new products does not negatively impact the current solution  
Performance testing before and after implementing new logic  
Project Management and QA

## Services - Total Estimate

\$21,800-\$29,200

## Project assumptions and client resources

1. This contract is based on T&M and hours accrued during the project will be invoiced according to the Order Confirmation.
2. All CVI material (color, logo, font) will be delivered by Client. DynamicWeb will design the website based on standard configurable options.
3. Client will be responsible for content creation/migration.
4. There are no SEO consulting services included outside of what is specifically mentioned in the above SOW.
5. Scope includes the sites and work items mentioned above. Items not mentioned in the above SOW are outside scope.
6. Supported Browsers:
  - a. Firefox: (current major version)
  - b. Chrome and Chrome on Android: (current major version)
  - c. Safari on Mac (OX), iPad Air 2, iPhone (current major version, iOS only)
  - d. Microsoft Edge: (current major version)
  - e. Email clients: Microsoft Outlook, Gmail, & Apple MailNote: Internet Explorer is no longer supported
7. Compliance regulations like ADA, CCPA, GDPR are not included in the scope unless specifically called out in the above SOW.
8. DynamicWeb assumes Client is responsible for review and sign-off of wireframes, FDDs, designs, configurations, core functionality, UAT and data quality, including but not limited to data normalization.
9. If the Client or a Client-appointed agency is responsible for user interface and/or graphical design-elements, DynamicWeb cannot guarantee the final implementation will be pixel perfect and 100% as provided in the mockups but will strive to get it close while considering DynamicWeb standards and responsive behavior in various devices.

10. DynamicWeb has not included time for travel and onsite visits in addition to what's specifically called out in the above SOW.

11. Client provides test cases to support DynamicWeb's work as covered under this SOW.

12. SOW includes up to 7 hours of testing by DynamicWeb. If needed, additional hours will be included under a separate T&M agreement.

13. Any regressive issues discovered during the course of work done as part of this SOW are not covered in the SOW quote and will be billed under a separate T&M agreement.

14. DynamicWeb is only responsible for solution performance on DynamicWeb's platform, excluding Client's ERP.

## Terms

### Project is based on T&M

The breakdown of the implementation services is listed in the above SOW. Please note that this is an estimate and the final project investment can be more or less depending on the actual implementation details.

### Rates

While completing the project, Client will be billed at the hourly rate associated with the resource type invoiced on monthly basis: Examples include: USD \$290 for SA, USD \$250 for Sr. Developer, USD \$190 for Project Manager/Technical Support. Other resource tiers as needed vary from USD \$130-\$290.

### Payment terms

The payment terms have been agreed to 30 days from invoice date. (Net 30)

## Signatures

IN WITNESS WHEREOF, the Parties have caused this SOW to be executed and delivered by their duly authorized Representatives as set forth below.

### DynamicWeb North America, Inc.

By:

Name: Jacob Whitlow

Title: Director of Accounts

Date:

# MILLERSVILLE UNIVERSITY OF PENNSYLVANIA AFFILIATION AGREEMENT FOR FIELD PLACEMENTS WITH COMMONWEALTH CHARTER ACADEMY

**THIS AGREEMENT**, is made by and between MILLERSVILLE UNIVERSITY OF PENNSYLVANIA of the Pennsylvania State System of Higher Education, a governmental entity and public corporation, P.O Box 1002, Millersville, Pennsylvania 17551-0302 (hereinafter called the "University"); and the Site, **COMMONWEALTH CHARTER ACADEMY** (hereinafter "Site"). The parties intend to be legally bound to the following terms and attached Addendum for Student Teaching Placements:

## **I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY**

- a. ***Selection of Candidates.*** The University works with the Site to design and implement clinical experiences. The University and Site shall co-select qualified candidates to participate in the field experience. Selected candidates must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the Site.
- b. ***Education of Candidates.*** The University shall assume full responsibility for the classroom and classroom education of its candidates. The University shall be responsible for the administration of the program, the curriculum content, and the requirements of matriculation, grading, and graduation.
- c. ***Submission of Candidates.*** The University shall submit the names of the candidates to the Site or a designated representative either at least two (2) weeks prior to the field experience or at a time agreed to by the University and Site.
- d. ***Advising Candidates of Rights and Responsibilities.*** The University will be responsible for advising the candidate of his/her/their own responsibilities under this Agreement. The candidate shall be advised of his/her/their obligations to abide by the policies and procedures of the Site, and should any candidate fail to abide by any policy and/or procedure, he/she/they may be removed from the field experience.
- e. ***Universities are Prohibited from Purchasing Insurance-*** The Site understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality there is no statutory authority to purchase insurance and it

does not possess insurance documentation. Instead, it participates in the Commonwealth's Tort Claims Self-Insurance Program administered by the Bureau of Finance and Risk Management of the Pennsylvania Department of General Services. This program covers Commonwealth / University-owned property, employees and officials acting within the scope of their employment, and claims arising out of the University's performance under this Agreement, subject to the provisions of the Tort Claims Act, 42 Pa. C.S.A. §§ 8521, et seq.

- f. ***Clearances and Health Requirements (if applicable)*** – The University will instruct its students to obtain child abuse and criminal record clearances prior to the student's acceptance into the field placement. Students will be required to update their criminal background checks and child abuse clearances if requested by the Site. Students will provide clearances directly to the Site upon the Site's request. The University will also instruct its students who are participating in the field experience to comply with the health status requirements, if any, of the Site. Students will provide proof of compliance directly to the Site upon the Site's request.

## II. DUTIES AND RESPONSIBILITIES OF SITE

- a. ***Establishment of Field Experience.*** The Site authorizes the use of its facilities as may be agreed upon by the Site and the University as a field experience center. This field experience is for candidates enrolled in the University's programs.
- b. ***Training/Orientation on Site Policies.*** The University will review with each student, prior to the field experience assignment, any and all applicable policies, codes, or confidentiality issues related to the field placement experience and provided by the Site. The Site will provide the University with the applicable information in advance of the student being placed with the Site.
- c. ***Client Care/Administration.*** The Site will have sole authority and control over all aspects of client services. The Site will be responsible for and retain control over the organization, operation, and financing of its services.
- d. ***Driving Clients.*** Clients cannot be driven by the student in his/her car unless the field placement Site has made arrangements to assume liability should an incident occur. Whenever possible it would be preferred that the student uses a vehicle owned by the Site when transporting clients.
- e. ***Removal of Noncompliant Candidates.*** The Site shall have the authority to terminate the field placement at the Site of a student who fails to comply with Site policies and procedures. The Site agrees to promptly inform the University, in writing, about its actions to terminate a student. The University shall have the authority to suspend a student's participation when it

determines, consistent with its academic policies and procedures, that further participation by the student would no longer be appropriate. The University will notify the Site, in writing, if such action is taken.

- f. ***Designation of Representative.*** The Site shall designate a person to serve as a liaison between the parties who will meet periodically with representatives of the University in order to discuss, plan and evaluate the experience of the candidate.
- g. ***Supervision of Candidates.*** The Site shall provide either a site supervisor or a cooperating teacher who will supervise candidate activities during field experience.
- h. ***Reporting of Candidate Progress.*** The Site shall provide all reasonable information requested by the University on a candidate's work performance. If there are any candidate evaluations, they will be completed and returned according to any reasonable schedule agreed to by the University and the Site.
- i. ***Candidate Records.*** The Site shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless authorized by law or as dictated by the terms of this Agreement.
- j. ***Reporting of Sexual Violence and Sexual Harassment*** The Site shall report any incident in which a student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment to the University Title IX Coordinator at [mutitleixcoordinator@millersville.edu](mailto:mutitleixcoordinator@millersville.edu) or 717-871-4100.
- k. ***Emergency Medical Care of Students.*** The Site may provide to the students, to the extent possible, first aid for any injuries or illness that may occur while the student is at the Site. However, the Site assumes no responsibility, financial or otherwise, beyond initial first aid.

### **III. MUTUAL TERMS AND CONDITIONS**

- a. ***Number of Participating Candidates.*** The parties will mutually agree upon the number of candidates that shall be assigned to the Site for this field experience.
- b. ***Term of Agreement.*** The term of this agreement shall be for five (5) years from the original date of enactment. This is the maximum permitted length of such agreements and this time runs regardless of breaks in participation. At



the end of this term a new affiliation agreement must be executed before student placements can occur.

- c. **Termination of Agreement.** The University or the Site may terminate this Agreement, in writing, for any reason with ninety (90) days' notice. Either party may terminate this Agreement prior to the completion of an academic semester. However, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.
- d. **Nondiscrimination.** The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the Americans with Disabilities Act. The Site agrees to cooperate with the University in its investigation of claims of discrimination or harassment.
- e. **Right-To-Know Law.** The parties agree to comply with the Pennsylvania Right-to-Know Law, 65 P.S. §67.101 et seq., and any other similar laws, in complying with requests for public records made under such laws. This provision does not obligate either party to create any record that does not already exist.
- f. **Applicable Law.** The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
- g. **Modification of Agreement.** This Agreement shall only be modified in writing with the same formality as the original Agreement.
- h. **Relationship of Parties.** The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract, to each other, shall not be construed to constitute a partnership, joint venture, or any other relationship, other than that of independent contractors.
- i. **Liability and Sovereign Immunity.** Neither of the parties shall assume any liabilities to each other. As to liability to each other for death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the University's or Commonwealth's rights, claims, or defenses which arise as a matter of law pursuant to any provisions of this contract. Nothing in this Agreement shall be construed to limit the sovereign immunity of the Commonwealth or of the State System of Higher Education or the University.
- j. **HIPPA (if applicable):** Although the University is not subject to the Health Insurance Portability and Accountability Act of 1996 (HIPPA), both parties are

committed to complying with the standards contained in HIPPA and the federal Privacy Rule concerning the use and disclosure of Protected Health Information. Instructors and students may use and disclose protected health information solely for the education and treatment purposes contemplated by this Agreement.

- k. **Entire Agreement.** This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship. This Agreement supersedes any other agreements, restrictions, representations, or warranties, if any, between the two parties hereto with regard to the subject matter contained herein.
  
- l. **Signature/Acknowledgment.** The parties warrant and represent that the individuals signing this Agreement are authorized to bind the University and the Site to the terms and conditions contained in the Agreement. For the purpose of this Agreement, a copy of the party's original signature shall be considered to be an original signature; and as such shall be sufficient to bind such parties.

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**IN WITNESS WHEREOF**, the authorized representatives of the parties have Executed this Agreement as of the date previously indicated.

**Millersville University of Pennsylvania**

**Commonwealth Charter Academy**

\_\_\_\_\_  
Authorized Signature/Date  
Gail E. Gasparich, Ph.D.  
Provost & Senior Vice President for Academic Affairs

\_\_\_\_\_  
Authorized Signature/Date  
Thomas D. Longenecker  
President and CEO

Approved as to form and legality:

\_\_\_\_\_  
Authorized Signature/Date  
Jacqueline C. Fox  
University Legal Counsel

**EFFECTIVE DATE OF AGREEMENT is date of last signature**

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## **ADDENDUM for STUDENT TEACHING PLACEMENTS**

**THIS ADDENDUM** is made by and between MILLERSVILLE UNIVERSITY OF PENNSYLVANIA of the Pennsylvania State System of Higher Education, a governmental entity and public corporation, P.O. Box 1002, Millersville, Pennsylvania 17551-0302 (hereinafter called the "University"); and the Site, **COMMONWEALTH CHARTER ACADEMY** (hereinafter "Site"). The parties intend to be legally bound to the following terms in addition to the above Affiliation Agreement.

- a. *Professional Liability Insurance.* Candidates shall be responsible for procuring professional liability insurance at their own expense. The limits of the policy shall be a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence. This policy must remain in full force and effect for the duration of any field experience completed by a candidate.
- b. *Compensation.* For and in consideration of the placement of student teachers with district cooperating teachers, the University agrees to pay to each cooperating teacher selected to guide the candidate's experience a stipend as outlined by the Pennsylvania State System of Higher Education's Board of Governors Policy 1988-04-A (available at [https://www.passhe.edu/inside/policies/BOG Policies/Policy%201988-04-A.pdf](https://www.passhe.edu/inside/policies/BOG_Policies/Policy%201988-04-A.pdf)). This stipend is in addition to the regular salary paid by the Site or Agency.
- c. *Eligibility Requirements.* Each cooperating teacher selected to supervise the candidate shall hold a current Pennsylvania certificate in the subject area/grade level to which the student teacher is assigned. The cooperating teacher will have a minimum of three (3) years of full-time teaching experience and have been in his/her current assignment in a Site for a minimum of one (1) year.
- d. *Substitute Teaching.* The Site shall comply with the appropriate Pennsylvania statutes and language included in the ACT 91 addendum.

**MASTER SERVICE AGREEMENT  
FOR STAFF RECRUITMENT PROFESSIONAL SERVICES**

This Master Service Agreement for Staff Recruitment Professional Services (Agreement) is made and entered into this \_\_\_ day of June, 2024 (Agreement Date) by and between Commonwealth Charter Academy Charter School (CCA), with a principal address at 1 Innovation Way, Harrisburg, PA 17110 and Joe McFarland (Contractor), with an address of [REDACTED].

**RECITALS**

**WHEREAS**, due to continued enrollment of students and growth of CCA’s student population, CCA continues to recruit and hire a high number of teachers and other professional staff each school year; and,

**WHEREAS**, Contractor has experience in the area of recruiting and identifying highly-qualified professional staff in public schools;

**WHEREAS**, Contractor and CCA wish to enter into a mutually acceptable agreement as more fully described below for the provision of staff recruitment professional services;

**NOW THEREFORE**, in consideration of the mutual covenants and promises herein and other good and valuable consideration, receipt of which is hereby acknowledged, and intending to be legally bound, the Parties have agreed to the terms and conditions set forth below:

**AGREEMENT**

**1. SERVICES**

- a. In consultation with CCA, Contractor shall provide consultation and support in the area of recruitment of professional staff. Specifically, Contractor shall perform the Services as described in the written Work Assignment(s) attached hereto and made a part hereof (collectively, the “Services”) in a workmanlike manner and in accordance with generally accepted practices and principles of Contractor’s trade and as may be necessary to complete the Services in a timely manner.
- b. Contractor shall review Contractor’s progress either verbally or in writing, as requested by CCA from time to time, and allow CCA to inspect all work accomplished and/or in progress pursuant to this Agreement.
- c. Contractor shall supply all tools, equipment, and supplies required to perform the Services except to the extent that the Services must be performed on or with CCA equipment, as agreed to by CCA.

- d. Contractor may not subcontract any of the Services without CCA's consent which, in view of the personal nature of services to be provided by Contractor, may be withheld at the sole discretion of CCA. If CCA consents to a particular subcontract, Contractor shall assume the same liability and responsibility for that subcontractor's conduct and performance as if Contractor performed all Services performed by the subcontractor. CCA will not incur any additional fees, costs or charges with regard to any subcontract. Contractor agrees to require any approved subcontractor to comply with all of the terms and conditions of this Agreement.

## **2. TERM; TERMINATION**

- a. The Term of this Contractor Agreement shall be from the Agreement Date until June 30, 2026, unless terminated by either party.
- b. Either party may terminate this Contractor Agreement with or without cause by giving the other party thirty (30) days written notice prior to the effective date of such termination.
- c. In the event this Agreement is terminated by either Party for any reason: (i) Contractor will terminate all Services in progress in an orderly manner as soon as practical and in accordance with a schedule agreed to by CCA, unless CCA specifies in the notice of termination that Services in progress should be completed. (ii) Contractor will promptly (not later than ten (10) days after the effective date of termination) deliver to CCA all work product, Confidential Information (both as defined below) and any equipment and/or materials of any type belonging to CCA, (iii) CCA will pay Contractor for all accepted Services accrued as of the effective date of termination upon the earlier of their due dates or thirty (30) days after the effective date of termination, and (iv) Contractor will promptly refund to CCA any monies paid by CCA in advance for Services not rendered. Termination of this Agreement will not relieve the Parties of any applicable obligation or liability under this Agreement, nor will it affect or impair the rights of a Party arising prior to such termination.

## **3. FEES; PAYMENT**

- a. Fee. CCA agrees to pay Contractor fees for Services based on the rates established in the applicable Work Assignment. Contractor shall receive no fee or reimbursement for costs incidental to Services, including travel.
- b. Payment. Contractor shall submit monthly invoices to CCA. All such invoices shall be directed to the CCA Executive Vice President of Operations at the address in Section 7. Payment is due within 30 days of invoice, unless a dispute arises regarding any invoiced work, in which event such contested work shall not be payable until such dispute is resolved.

#### **4. INDEPENDENT CONTRACTOR STATUS**

- a. It is understood and expressly acknowledged by both Parties that CCA hereby engages Contractor as an independent contractor to carry out the Services, and Contractor and its employees, subcontractors, and agents shall not in any way or for any purpose whatsoever be deemed an agent or employee of CCA or a joint employer with CCA. Contractor and its employees, subcontractors, and agents do not constitute an employee of CCA and shall have no right to receive any CCA employee benefits, or any other privileges available to CCA employees. Contractor and its employees, subcontractors, and agents shall not represent itself in any way as an agent or employee of CCA, and Contractor shall have no power to legally bind CCA to any third party.
- b. Contractor shall indemnify and defend CCA for any claims asserted against CCA by Contractor or Contractor's current or former agents, employees or subcontractors arising from or related to the Services in which such individual(s) allege that CCA is/was a joint employer with Contractor during the course of this contract.
- c. Contractor understands and acknowledges that it is solely responsible for paying and accounting for its own tax obligations and worker's compensation coverages and liabilities arising from or related to this Contractor Agreement and those of Contractor's employees, subcontractors, and agents.

#### **5. CONTRACTOR'S OBLIGATIONS**

- a. Contractor agrees that it shall provide all Services hereunder in a cooperative, competent and professional manner and in accordance with applicable standards of CCA.
- b. Contractor agrees to give CCA twenty-four (24) hours notice of any appointment cancellation or anticipated delay or disruption in Services. In the event of an emergency, Consultant will notify CCA as soon as possible before cancelling any appointments or Services.
- c. It is expressly acknowledged and understood that Contractor's Services are personal in nature, and that they must be performed by Contractor unless CCA in its discretion approves the provision of Services by individuals other than Contractor.
- d. Contractor understands and agrees that all intellectual property created for CCA pursuant to the Services, and all property or product derived therefrom, shall be deemed works made for hire and shall be owned exclusively by CCA and that Contractor shall have no ownership or license in such intellectual property, property, product, or otherwise.



## **6. MUTUAL INDEMNIFICATION**

Each party agrees to indemnify and hold the other party, its trustees, officers, agents, independent contractors and employees harmless from any and all claims, losses, actions, attorney fees, or lawsuits due to negligent acts or omissions or violations or failures to comply with federal, state, or local laws by the other party. Each party agrees to maintain its own liability insurance coverage in an amount necessary to meet its obligations of indemnification under this Agreement, which amount shall be no less than \$1,000,000 for each occurrence.

## **7. NOTICES**

All notices required to be given under this Contractor Agreement shall be in writing. Notice shall be sent by hand delivery, fax, email, or certified mail, return receipt requested. Notice shall be delivered to:

### **For CCA:**

Commonwealth Charter Academy  
Attn: Roberto Datorre, EVP of Operations  
1 Innovation Way  
Harrisburg, PA 17110

### **For Contractor:**

Joe McFarland  


## **8. CONFIDENTIALITY**

- a. Contractor acknowledges that, during the term of this Agreement and in the course of performing Contractor's obligations hereunder, Contractor may have access to Confidential Information (as defined below) concerning CCA and its students, customers and/or business partners. Contractor acknowledges that CCA and/or its Affiliates has developed, compiled, and otherwise obtained, often at great expense, this information, which has great value to CCA's business. Contractor agrees to hold in strict confidence and in trust for the sole benefit of CCA all Confidential Information and will not disclose any Confidential Information, directly or indirectly, to anyone outside of CCA, or use, copy, publish, summarize, or remove from CCA's premises such information (or remove from CCA's premises any other property of CCA) except during Contractor's work for CCA to the extent necessary to carry out Contractor's responsibilities under this Agreement. Any material that CCA discloses to Contractor prior to or during the course of Contractor's services to CCA shall be presumed to be confidential, except as may be specifically agreed upon by the parties.
- b. The reference to "Confidential Information" in this Agreement means all information and any idea in whatever form, tangible or intangible, whether disclosed to or learned or developed by Contractor pertaining in any manner to the business of CCA (or any of its Affiliates) or to CCA's customers or business partners unless the information must be disclosed by operation of law, provided Contractor promptly notifies CCA of any such request for disclosure in order to allow CCA full opportunity to seek the appropriate

protective orders. Contractor further understands that CCA considers the following information to be included, without limitation, in the definition of Confidential Information, whether in written or verbal form, and including electronic data recorded or retrieved by any means: (i) CCA's methodology and other non-public information regarding development of its educational content, curricula, teaching outlines, lesson plans, testing processes and procedures (collectively, "Educational Content") and third party content incorporated into CCA's Educational Content; (ii) student records and other student-related personal information; (iii) information regarding business strategy and operations, such as business plans, methods, marketing strategies, outreach plans and sales information, pricing information, customer and prospect lists, and the identities and locations of vendors and Contractors providing services or materials to or on behalf of CCA; (iv) information regarding product development, such as product designs and concepts, development methods, computer software, inventions, and other work product; (v) financial information, such as budget and expense information, economic models, pricing, cost and sales data, operating and other financial reports and analysis; and (vi) human resource information, such as compensation policies and schedules, employee recruiting and retention plans, organization charts, and personnel data; and (vii) any other trade secrets or other similar non-public information that may provide CCA with a strategic advantage or could harm CCA if publicly disclosed.

- c. Contractor recognizes that CCA has received, and in the future will receive, from third parties their confidential information subject to a duty on CCA's part to maintain the confidentiality of such information and to use it only for certain limited purposes. Contractor agrees that Contractor owes CCA and such third parties, during the term of Contractor's work for CCA and thereafter, a duty to hold all such confidential information in the strictest confidence and, except with the prior written authorization of CCA, not to disclose it to any person, firm or corporation (except as necessary in carrying out Contractor's work for CCA consistent with CCA's agreement with such third party) or to use it for the benefit of anyone other than for CCA or such third party (consistent with CCA's agreement with such third party).
- d. Contractor understands that, by virtue of its performance under this Agreement, Contractor may possess access to educational records protected under the Family Educational Rights and Privacy Act of 1974 ("FERPA") where Contractor acts in the capacity of a "School Official" with a legitimate educational interest. Contractor acknowledges that the intentional disclosure of any FERPA protected information to any unauthorized person could subject Contractor to criminal and civil penalties imposed by law. Contractor further acknowledges that such willful or unauthorized disclosure also violates CCA's policy and could result in immediate termination of this Agreement.
- e. All Confidential Information disclosed under this Agreement shall be and remain the property of CCA. Upon expiration or termination of this Agreement and/or of Contractor's performance hereunder, or upon CCA's request, Contractor agrees to, within ten (10) days, destroy and/or upon CCA's request return to CCA all copies of

Confidential Information, and all drawings, documents, records, notebooks, disks, tapes, data residing or recorded in electronic media, and all other representations of Confidential Information, whether prepared by CCA, or others.

- f. In addition to any protections afforded by this Agreement, CCA shall be entitled to all of the protections available for its confidential material under applicable trademark, copyright, patent or trade secret statutes or common law principles.
- g. Any breach of this Confidentiality and Non-Disclosure provision shall likewise be considered a material breach of any contract or agreement between the parties relating to the performance of services by Contractor for CCA. Contractor shall further be liable to CCA for any monetary damages directly attributable to its breach of any provisions of this Agreement. In addition to such monetary damages, CCA may seek injunctive relief in any court of competent jurisdiction, prohibiting any further breach of this Agreement by Contractor, and compelling the return of any designated confidential material in the possession of Contractor.
- h. While this Agreement is in effect and during the 12-month period following its termination, Contractor shall not hire or engage any current or former employee of CCA as an employee or contractor. In the event that Contractor hires or engages any such employee in violation of the foregoing restriction, Contractor shall pay CCA an amount equal to one-half of the total remuneration to be paid to the employee or contractor during the first twelve months of employment or engagement with Contractor. Such payment shall be considered liquidated damages, constituting compensation and not a penalty, for breach of this provision and made prior to the employee's first day of work for Contractor. Such payment shall be Contractor's sole liability, and CCA's exclusive remedy, for any breach of this provision. The parties acknowledge that the harm to CCA caused by a breach of this provision by Contractor is impossible or very difficult to accurately estimate at the time of execution of this Agreement and that the liquidated damages are a reasonable estimate of the anticipated or actual harm that might arise from such a breach. This provision shall survive termination of this Agreement.

**9. PROPRIETARY RIGHTS/OWNERSHIP.**

- a. Contractor understands that during the term of this Agreement, there are certain restrictions that apply to Contractor's development of ideas, expressions, inventions, and materials, referred to in this Agreement as "Work Product." The term "Work Product" means any and all ideas, expressions, inventions, combinations, creative concepts, artwork, machines, methods, formulae, techniques, processes, software designs, computer programs, strategies, know-how, data, original works of authorship, trademarks, and all improvements, rights, and claims related to the foregoing that are conceived, developed, or reduced to practice by Contractor alone or with others during Contractor's work for CCA and with regard to any activity undertaken by Contractor in connection with Contractor's work for CCA.

- b. Contractor agrees to maintain adequate and current written records on the development of all Work Product and to disclose promptly to CCA all Work Product and relevant records, which records will remain the sole property of CCA.
- c. Contractor acknowledges and agrees that all Work Product are “works made for hire” as that term is defined in 17 U.S.C. § 101 and that CCA is the sole holder of all right, title, and interest in the Work Product.
- d. To the extent Contractor alleges or is found by any jurisdiction, domestic or foreign, to hold any right, title, or interest in the Work Product, Contractor assigns, as of the date the Work Product is created, developed, or otherwise comes into existence, to CCA, without further consideration, Contractor’s entire right, title, and interest (throughout the United States and in all foreign countries), free and clear of all liens and encumbrances, in and to all Work Product, which shall be the sole property of CCA, whether or not patentable. If any moral rights are created, Contractor hereby waives, and shall require its employees providing Services hereunder to waive, such rights in the Work Product. In the event any Work Product shall be deemed by CCA to be patentable or otherwise registrable, Contractor will assist CCA (at CCA’s expense) in obtaining letters patent, copyright, or other applicable registrations thereon and Contractor will execute all documents and do all other things (including testifying at CCA’s expense) necessary or proper to obtain letters patent, copyright or other applicable registrations thereon and to vest CCA with full title thereto. Should CCA be unable to secure Contractor’s signature on any document necessary to apply for, prosecute, obtain, or enforce any patent, copyright, or other right or protection relating to any Work Product, whether due to mental or physical incapacity, Contractor’s unavailability, or any other cause, Contractor hereby irrevocably designates and appoints CCA and each of its duly authorized officers and agents as Contractor’s agent and attorney-in-fact, to act for and in Contractor’s behalf and stead, to execute and file any such document, and to do all other lawfully permitted acts to further the prosecution, issuance, and enforcement of patents, copyrights, or other rights or protections with the same force and effect as if executed and delivered by Contractor.
- e. If any tribunal, domestic or foreign, determines that the assignment set forth in Section 9.D above is ineffective, unenforceable, or invalid, Contractor hereby grants to CCA an exclusive, royalty-free, perpetual, world-wide, and freely assignable license in and to such Work Product, including the exclusive right to all intellectual property rights related to or arising out of such Work Product, as if CCA was at all times the sole owner of the Work Product.
- f. To the extent that any Work Product incorporates pre-existing material for which Contractor possesses copyright, trade secret, patent, trademark or other proprietary rights, and such rights are not otherwise assigned to CCA herein (Pre-existing Work), Contractor hereby grants to CCA a royalty-free, paid-up, irrevocable, worldwide,

transferable, nonexclusive, perpetual license to make, have made, sell, lease, import, use and disclose, reproduce, modify, improve, transmit, prepare Derivative Works (as defined herein) based on, distribute, perform and display (publicly or otherwise), such Pre-existing Work, with full right to authorize others to do so. Any such Derivative Work shall be the sole property of CCA and its transferees.

As used herein, "Derivative Work," means any translation, port, editorial revision, annotation, elaboration, or other modification, correction, addition, enhancement, extension, condensation, upgrade, improvement, compilation, abridgement or other form in which the material may be recast, transformed or adapted, including but not limited to all forms in which such Derivative Work may or may not infringe any of the copyrights, including audiovisual copyrights, in the material.

- i. Contractor represents and warrants the Services performed hereunder and any Work Product, will be Contractor's own work and will not plagiarize or infringe upon any United States or foreign copyright, patent, trade secret or other proprietary right, or misappropriate any trade secret of any third party, and Contractor has neither assigned nor otherwise entered into an agreement by which Contractor purports to assign or transfer any right, title or interest to any Work Product that would conflict with Contractor's obligations under this Agreement. Contractor is not a party to any other existing agreement that would prevent Contractor from entering into this Agreement or that would adversely affect this Agreement.
- j. Any breach of this Confidentiality and Non-Disclosure provision shall likewise be considered a material breach of any contract or agreement between the parties relating to the performance of services by Contractor for CCA. Contractor shall further be liable to CCA for any monetary damages directly attributable to its breach of any provisions of this Agreement. In addition to such monetary damages, CCA may seek injunctive relief in any court of competent jurisdiction, prohibiting any further breach of this Agreement by Contractor, and compelling the return of any designated confidential material in the possession of Contractor.
- k. While this Agreement is in effect and during the 12-month period following its termination, Contractor shall not hire or engage any current or former employee of CCA as an employee or contractor. In the event that Contractor hires or engages any such employee in violation of the foregoing restriction, Contractor shall pay CCA an amount equal to one-half of the total remuneration to be paid to the employee or contractor during the first twelve months of employment or engagement with Contractor. Such payment shall be considered liquidated damages, constituting compensation and not a penalty, for breach of this provision and made prior to the employee's first day of work for Contractor. Such payment shall be Contractor's sole liability, and CCA's exclusive remedy, for any breach of this provision. The parties acknowledge that the harm to CCA caused by a beach of this provision by Contractor is impossible or very difficult to accurately estimate at the time of execution of this Agreement and that the liquidated

damages are a reasonable estimate of the anticipated or actual harm that might arise from such a breach. This provision shall survive termination of this Agreement.

## **10. MISCELLANEOUS PROVISIONS**

- a. Waiver. Neither the failure nor any delay on the part of any Party to exercise any right, remedy, power or privilege under this Agreement shall operate as a waiver thereof, nor shall any single or partial exercise of any right, remedy, power or privilege preclude any other or further exercise of the same or of any other right, remedy, power or privilege, nor shall any waiver of any right, remedy, power or privilege with respect to any occurrence be construed as a waiver of such right, remedy, power or privilege with respect to any other occurrence.
- b. Severability. In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable, the invalidity, illegality, or unenforceability of such provision(s) shall not affect any other provision of this Agreement, and this Agreement shall be construed as if the invalid, illegal, or unenforceable provision had never been in the Agreement.
- c. Cumulative Rights and Remedies. The rights and remedies provided by this Agreement are cumulative and the use of any one right or remedy by either party shall not preclude or waive its right to use any or all other remedies. The rights and remedies provided by this Agreement are in addition to any other rights and remedies the parties may have by law, statute, regulation, ordinance, or otherwise.
- d. Assignment. Neither party to this Agreement shall assign its rights or obligations under this Agreement to any third party without the written consent of the other party.
- e. Headings. The headings used in this Agreement are for the ease of reference only and do not constitute parts of this Agreement.
- f. Governing Law. This Agreement shall be interpreted, construed and enforced in accordance with the laws of the Commonwealth of Pennsylvania without regard to conflicts of laws principles, and the Parties agree that any dispute or proceeding requiring judicial intervention or adjudication shall be resolved exclusively by a court of competent jurisdiction of the Commonwealth of Pennsylvania, and the Parties herewith consent to such jurisdiction and venue in any legal proceeding involving directly or indirectly any matter arising out of or relating to this Contractor Agreement.
- g. Mandatory Arbitration. Any controversy or claim arising out of or relating to this Agreement, or the breach thereof, shall be settled by mandatory arbitration.

- h. Survival. All provisions of this Agreement which are intended by their nature to survive the termination or expiration of this Agreement hereof shall survive the termination or expiration hereof.
- i. Entire Agreement. This Agreement contains the entire Agreement of the Parties with respect to the subject matter hereof and supersedes all previous Contractor Agreements pertaining to such subject matter, whether written or oral, and shall not be amended, waived or modified except in writing signed by all Parties.
- j. Amendment. No amendment or modification of the terms of this Agreement shall be binding unless the amendment or modification is made subsequent to the effective date of this Agreement, is in writing, and is properly executed by both of the parties to this Agreement.
- k. Force Majeure. Neither party shall be deemed in breach of its obligations hereunder because of any delay or failure in the performance of such obligations (other than failure to pay money when due) to the extent such delay or failure is due to circumstances beyond the reasonable control of the party experiencing such delay or failure, including but not limited to, acts of God.
- l. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all of which, together, shall constitute one and the same document.
- m. Electronic Signatures. This Agreement and related documents may be accepted in electronic form (e.g., by scanned copy of the signed document, an electronic or digital signature or other means of demonstrating assent) and each Party's acceptance will be deemed binding on the Parties. Each Party acknowledges and agrees it will not contest the validity or enforceability of this Agreement and related documents, including under any applicable statute of frauds, because they were accepted or signed in electronic form. Each Party further acknowledges and agrees that it will not contest the validity or enforceability of a signed facsimile copy of this Agreement and related documents on the basis that it lacks an original handwritten signature. Facsimile signatures shall be considered valid signatures as of the date hereof. Computer maintained records of the Agreement and related documents when produced in hard copy form shall constitute business records and shall have the same validity as any other generally recognized business records.
- n. Licenses. Contractor, pursuant to this Agreement, shall maintain and keep in good standing, at its own expense, all licenses and permits which may be necessary for it to engage in the practice of Contractor within the City of Harrisburg and the Commonwealth of Pennsylvania. In the event of any revocation, lapse or suspension of any such licenses and/or permits, Contractor shall immediately notify CCA of such

revocation, lapse or suspension, and Contractor shall not render services at CCA until such revocation, lapse or suspension has been cured.

- o. Survival. The terms and conditions in Sections 8 and 9 shall survive termination or expiration of this Agreement

**IN WITNESS WHEREOF**, the Parties by their authorized representatives have signed this Agreement as of the Start Date above.

**COMMONWEALTH CHARTER ACADEMY  
CHARTER SCHOOL**

**CONTRACTOR NAME**

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

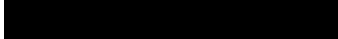
Print Name: Roberto T. Datorre

Print Name: \_\_\_\_\_

Title: Executive Vice President of Operations

Title: \_\_\_\_\_

Address for Invoices:

Email:   
Mail: Commonwealth Charter Academy  
Attn: Roberto T. Datorre  
1 Innovation Way  
Harrisburg, PA 17110

*All invoices must include the name of the School (Commonwealth Charter Academy), and the name and contact information of the CCA contact, each as indicated on the applicable Work Assignment.*



## EXHIBIT A

### CCA WORK ASSIGNMENT #1

**THIS WORK ASSIGNMENT** is subject to the terms of the professional consultation services agreement between CCA and Contractor, dated as of June \_\_\_, 2024 (“Agreement”). Capitalized terms used but not otherwise defined in this Work Assignment shall have the meanings ascribed to them in the Agreement. The terms of this Work Assignment shall control if there is a conflict with the terms of the Agreement.

#### **SERVICES:**

Contractor will assist CCA with the recruitment and identification of qualified candidate for hire as professional staff, including teachers, assistant principals, and other educators and administrators. This will include:

- Reviewing applicant resumes and other application documents.
- Screening and contacting applicants.
- Reviewing task video expectations with applicants.
- Completing first round interview using questions agreed to by CCA.
- Communicating with CCA’s Human Resources Department and senior education administrators regarding applicants and interviews.
- Assisting CCA with completing reference checks.
- Forwarding recommends and other relevant information to CCA’s Human Resources Department and senior education administrators.

#### **FEES:**

CCA shall pay Contractor \$75/hour for the services provided hereunder. CCA estimates that Contractor will provide an average of 20 hours of services per week. The maximum amount available under this work assignment shall be \$75,000. Contractor shall be paid only for hours worked, and CCA is not obligated to pay the full amount available under this work assignment.

#### **TERM:**

This Work Assignment shall be effective from July 1, 2024 – June 30, 2025.

#### **SPECIAL TERMS AND CONDITIONS:**

1. **Licenses; Certifications.** Contractor shall maintain all current federal and state required permissions, licenses and certifications for Contractor and any of Contractor's employees or contractors providing services under this Agreement and shall immediately notify Commonwealth Charter Academy in writing in the event said permissions, licenses or certifications are revoked or suspended. Upon request by

Commonwealth Charter Academy, Contractor will provide a list of all personnel that will serve students under this Agreement identifying the credentials held by the listed personnel, and if requested provide true copies of such licenses and certifications.

2. **Background Checks.** Contractor hereby agrees to submit background check authorizations for background clearance for Contractor, if an individual, and any of its employees and contractors who provide direct or virtual services to Commonwealth Charter Academy students where such background clearances or clearance check authorizations are required by Commonwealth Charter Academy to abide by the laws and ensure the safety of its students. Contractor may request a waiver from this requirement if the Contractor can demonstrate that Contractor, and Contractor's employees or contractors have completed a comparable background check. Contractor shall further comply with the requirements of section 111.1 of the Public School Code, 24 P.S. § 1-111.1, and all policies of the CCA Board of Trustees regarding child abuse reporting and background checks, including policy 818, Contracted Services.
3. **Instructions; Approval of Invoices.** Contractor shall only take instructions authorizing the provision of Services on behalf of Commonwealth Charter Academy and under this Agreement from Commonwealth Charter Academy and its designated staff. Consequently, billing for all Services shall only be submitted to Commonwealth Charter Academy, and Contractor shall not bill, submit for reimbursement, or invoice any student, school, family, client or third party for any Services contracted for by Commonwealth Charter Academy. All invoices must be approved by the Commonwealth Charter Academy contact listed above prior to payment thereof.
4. **Clinical and Medical Records.** In addition to the items set forth in this Agreement, clinical and medical records are also "Confidential Information" under this Agreement, and each party, to the extent required by the applicable statutory and regulatory regime, expressly agrees to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the Health Information Technology for Economic and Clinical Health Act of 2009 ("HITECH"), each as may be amended from time to time, in all respects, including the implementation of all necessary safeguards to prevent disclosure of protected health information by either party, its employees or agents.
5. **Non-Discrimination.** Contractor and employees or contractors of Contractor operating under Contractor's supervision shall not discriminate against any person in the provision of services on account of physical or mental disability, race, color, religion, national origin, age, gender, sexual orientation, familial status, marital status, or any other characteristic protected by federal, state or local law. Any act of discrimination committed by Contractor, or Contractor's employees or agents, or failure to comply with these statutory obligations when applicable, shall be grounds for termination of this Agreement.

6. **Non-Solicitation.** Contractor agrees that Contractor will not, either during the term of this Agreement or for a period of one (1) year thereafter, hire nor attempt to solicit or influence any of Commonwealth Charter Academy's employees to: (i) become employees of, or render services to, any other employer or business; (ii) engage in any activity, business or undertaking not sponsored by Commonwealth Charter Academy; or (iii) engage in any activity contrary to or conflicting with the interests of Commonwealth Charter Academy, while the employee is employed at Commonwealth Charter Academy.
  
7. **TB Testing.** Contractor shall comply with the requirements of section 1418 of the Public School Code, 24 P.S. § 14-1418, regarding tuberculosis testing.

**IN WITNESS WHEREOF**, the Parties by their authorized representatives have signed this Work Assignment to be effective as of the Start Date above.

**COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL**

---

Signature:  
Print Name: Roberto T. Datorre  
Title: Executive Vice President of Operations  
Date:

**CONTRACTOR NAME**

---

Signature:  
Print Name: Joe McFarland  
Title:  
Date:

**Concurrent Enrollment Agreement Between  
Commonwealth Charter Academy Charter School  
and Fayette Career & Technical Institute**

This concurrent credit Agreement establishes the conditions through which eligible students from **Commonwealth Charter Academy Charter School (CCA)**, a Grade K-12 public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by Fayette Career & Technical Institute. This Agreement shall be effective from August 1, 2023, through July 30, 2026, and will automatically renew for one-year periods unless otherwise stipulated by CCA and Fayette Career & Technical Institute.

CCA specializes in providing an online, personalized learning experience to students in Grades K-12 in Pennsylvania in order to prepare them for college, career, and life. CCA is required and authorized to provide students with educational opportunities equal to or greater than those offered in traditional public schools.

The Pennsylvania Department of Education and the Charter School Law (24 P.S. § 17-1701-A *et seq.*) recognize that charter schools and cyber charter schools can purchase courses and services and offer them as part of their own curriculum. The Charter School Law also authorizes charter schools and cyber charter schools to make contracts for the procurement of services; and have such other powers necessary to fulfill their charter and which are not inconsistent with the Law. 24 P.S. § 17-1714-A(a)(5), (b).

In consideration of the foregoing and the terms and conditions that have been discussed, and for other good and valuable consideration the receipt of which is hereby acknowledged, the parties intending to be bound agree to the following terms:

**COSTS AND BILLING**

1. Fayette Career & Technical Institute shall invoice CCA after the finalization of student account reports. The invoice shall provide CCA with the name of each student and the program and course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.
2. The per-student tuition cost of attending Fayette Career & Technical Institute is \$7359.17. Additional costs for transportation and meals will be incurred by each learner's school district of residence. Any additional costs for learning materials (fees, books, supplies, tools, certification exams, and all other fees and costs necessary for the student's enrollment and participation in the course) will be included in invoicing from Fayette Career & Technical Institute to CCA and CCA learners and families will not receive a bill, invoice, or request for payment. This amount is non-refundable. No additional costs will be charged unless agreed to in writing by both parties.

3. Fayette Career & Technical Institute will not bill CCA students for any fees or costs that are charged directly to CCA pursuant to this Agreement, or for any other fees or costs that are not charged to other individuals enrolling at Fayette Career & Technical Institute. Should Fayette Career & Technical Institute determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, Fayette Career & Technical Institute will contact CCA prior to seeking payment or proceeding with the student's enrollment.

### **SPECIAL EDUCATION & COMPLIANCE**

4. Fayette Career & Technical Institute agrees to comply with all federal and state laws and CCA Board policies regarding the health and safety of students and confidentiality and safekeeping of information, including background check and health testing requirements under the Public School Code and Human Services Code, child abuse reporting, FERPA, and IDEA. Fayette Career & Technical Institute further agrees to keep confidential any proprietary information shared with it by CCA. Fayette Career & Technical Institute will sign such documents provided by CCA to confirm compliance with the forgoing.
5. CCA and Fayette Career & Technical Institute will be responsible for providing all special education services for CCA learners with IEPs enrolled at Fayette Career & Technical Institute, including instructional support, tutoring, extended time, and other approved specially-designed instruction (SDIs) per each learner's IEP.
6. CCA and Fayette Career & Technical Institute will perform all services for such special education learners within their area of licensure and/or certifications and shall meet all timeline requirements as set forth by the PA Department of Education and the Bureau of Special Education for implementation of the IEP, evaluation or reevaluation, and any state and/or federal mandates for the services when indicated.

### **COURSES AND CREDITS**

7. Courses offered under this Agreement are inclusive of all courses offered at Fayette Career & Technical Institute, pending available seats in CTI programs. CCA's CEO or designee may, in consultation with Fayette Career & Technical Institute also allow CCA students to take other courses to meet student interest and college or career preparation objectives, and such additional courses shall be subject to the terms of this Agreement.
8. Fayette Career & Technical Institute shall provide CCA with records of student course completion and grade(s) within 30 days of the final day of the course. In order to obtain CCA credit, students must earn a minimum grade of 60% or a grade of D or better in each course.
9. Fayette Career & Technical Institute will award credits at or through Fayette Career & Technical Institute to the CCA students in the same manner as those awarded to other individuals enrolled at Fayette Career & Technical Institute.

10. The courses are offered with the intent of providing instruction for CCA students, and CCA shall grant students credits toward the completion of courses required for graduation.
11. CCA shall weight the high school credits earned by a student for completion of a course – irrespective of whether the course is academic or technical – in the manner similar to CTC weighting.
12. The courses will be taught by Fayette Career & Technical Institute staff and available to the CCA students.
13. CCA students who enroll in Fayette Career & Technical Institute courses outside of CCA’s internal approval are subject to CCA’s and Fayette Career & Technical Institute’s academic and financial policies.
14. Fayette Career & Technical Institute will allow CCA to review appropriate course documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this Agreement.
15. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and Fayette Career & Technical Institute. Fayette Career & Technical Institute staff shall be available to CCA students for assistance and guidance in the same manner as they are made available to other students enrolled in Fayette Career & Technical Institute courses.

### **ENROLLMENT CRITERIA**

16. Students will be enrolled in Fayette Career & Technical Institute courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to Fayette Career & Technical Institute upon request. At a minimum, CCA students shall meet the following CCA eligibility criteria:
  - a. Student must be in Grades 10-12 and registered for the programs, courses, training, and other educational offerings of Fayette Career & Technical Institute as agreed to by CCA and Fayette Career & Technical Institute.
  - b. Student must obtain written permission from student’s parent(s) or legal guardian(s) to participate in the program.
  - c. Student must maintain a 2.5 cumulative GPA at CCA.
  - d. Student must complete one semester of non-credit or credit certificate programs with CCA prior to enrollment.
  - e. Student must not be engaged in the academic escalation (MTSS warning) process.
  - f. Student must be satisfactorily meeting high school graduation requirements, as determined by CCA.
17. In consultation with Fayette Career & Technical Institute, CCA may waive the eligibility criteria above for a student.

**PARTNERSHIP**

- 18. CCA and its employees and Fayette Career & Technical Institute and its employees shall both be properly insured and acknowledge and agree to be treated as independent contractors in partnership with one another.
  
- 19. Either party may terminate this Agreement for any or no reason provided the party who wishes to terminate this Agreement grants the non-terminating party thirty (30) days written notice. Upon termination of this Agreement, all costs which have accrued at the time of termination shall be paid. Any CCA students enrolled in Fayette Career & Technical Institute courses at the time of termination shall remain enrolled through the end of the course(s) term.
  
- 20. Each party shall indemnify, defend, and hold harmless the other party from and against any and all claims, penalties, demands, causes of action, damages, losses, liabilities, cost expenses, including reasonable attorney’s fees in law or equity, of any kind whatsoever, arising out of or in any manner directly or indirectly related to negligent or intentional acts or omissions or violations or failures to comply with federal, state, or local laws by the first party. This paragraph will survive the termination of this Agreement and the completion of the parties’ duties under this Agreement.

\_\_\_\_\_  
Dr. Cynthia Shaw  
Director, Fayette Career &  
Technical Institute

Date: \_\_\_\_\_

\_\_\_\_\_  
Thomas D. Longenecker  
President and CEO  
Commonwealth Charter Academy Charter School

Date: \_\_\_\_\_

**ATTACHMENT 1**

***COURSES***

Cosmetology Program – Part-Time Enrollment

***FEES***

\$7,359.17



Technical College High School CTC  
And  
Commonwealth Charter Academy (CCA)  
Cyber/Charter & CTE Enrollment Agreement

This Enrollment Agreement is made and entered into this 1<sup>st</sup> day of May 2024, by and between Technical College High School Career & Technology Center, with administration offices at 1002 South Chestnut Street, Downingtown, PA 19335

*And*

Commonwealth Charter Academy, hereafter referred to as "CCA", with administration offices at 1 Innovation Way, Harrisburg, Pennsylvania, 17110

The parties hereto agree as follows:

1. Technical College High School receives students from member school districts.
2. CCA wishes to enroll appropriate students at Technical College High School for the 2024-2025 school year.
3. Students will only be offered enrollment where openings exist after enrollment of students from the sending districts have been exhausted.
4. Enrollment of individual students will be at the sole and complete discretion of Technical College High School and CCA.
5. Providing and coordinating transportation and meals for students shall be the responsibility of the home school district and/or each learner's family and not the responsibility of CCA or Technical College High School.
6. Prior to enrollment, CCA shall provide the Technical College High School any and all information requested pertaining to the academic and discipline records of any student who seeks to make application. Should a student have an IEP, a copy of that plan shall be provided to Technical College High School prior to enrollment. All specialized related services identified in a student's IEP shall be provided by CCA as the LEA for the student. All specially designed instruction, accommodations, and modifications in a student's IEP shall be provided by Technical College High School instructors.
  - a. Technical College High School agrees to comply with all federal and state laws regarding the health and safety of students and confidentiality and safekeeping of information, including background check and health testing requirements under the Public School Code and Human Services Code, child abuse reporting, FERPA, and IDEA. Technical College High School further agrees to keep confidential any proprietary information shared with it by CCA.
  - b. Technical College High School shall provide CCA with records of student course completion and grade(s) within 30 days of the final day of the course. In order to obtain CCA credit, students must earn a minimum grade of 60% or better. CCA shall weight the

high school credits earned by the student for completion of a course in the manner similar to CTC weighting. Technical College High School will award credits earned to the CCA student in the same manner as those awarded to other individuals enrolled at Technical College High School.

7. The yearly tuition rate for the 2024-2025 school year to be paid by CCA for students attending a half-day program shall be \$10,758. Tuition shall be divided equally over two semesters and shall be prepaid prior to each semester of the school year. The first invoice will be dated October 1st and due October 31<sup>st</sup>. The second invoice will be invoiced January 2<sup>nd</sup> and due January 31<sup>st</sup>. Tuition shall be prorated if the student is enrolled in Technical College High School for only a portion of the school year.
  - a. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.
  - b. Additional costs for learning materials (fees, books, supplies, tools, certification exams, and all other fees and costs necessary for student enrollment and participation in the program) will be included in invoicing from Technical College High School to CCA. CCA learners and families will not receive a bill, invoice, or request for payment. No additional costs will be charged unless agreed to in writing by both parties.
8. CCA students shall be subject to the academic and disciplinary rules of Technical College High School while attending the programs of that institution. While attending, students shall be subject to all disciplinary determinations made by Technical College High School staff in accordance with disciplinary policies and procedures used for all students.
9. Students may be removed from the program for disciplinary reasons at the sole discretion of Technical College High School. Pending the date of removal, invoicing to CCA will be adjusted accordingly.
10. The term of this Agreement shall be for the 2024-2025 school year. Either party may terminate this Agreement for any or no reason, provided the party who wishes to terminate the Agreement grants the non-terminating party thirty (30) days written notice. Any CCA Students enrolled in Technical College High School courses at the time of termination may remain enrolled through the end of the course.
11. CCA and its employees and Technical College High School and its employees shall both be properly insured and acknowledge and agree to be treated as independent contractors in partnership with one another.
12. Each party shall indemnify, defend, and hold harmless the other party from and against any and all claims, penalties, demands, causes of action, damages, losses, liabilities, cost expenses, including reasonable attorney's fees in law or equity, of any kind whatsoever, arising out of or in any manner directly or indirectly related to negligent or intentional acts or omissions or violations or failures to comply with federal, state, or local laws by the first party. This paragraph will survive the termination of this Agreement and the completion of the parties' duties under this Agreement.

IN WITNESS WHEREOF, the parties hereto set their hands and seals on the date first written above intending hereby to be legally bound.

Technical College High School:

By: \_\_\_\_\_  
Bonnie J. Wolff  
President, CCIU Board of Directors

By: \_\_\_\_\_  
Joseph Fullerton  
Director  
Career, Technical & Customized Education

CCA:

By: \_\_\_\_\_  
Stephanie McHugh – Vice Provost

By: \_\_\_\_\_  
Thomas Longenecker – President/CEO

#### ADDENDUM

CCA specializes in providing an online, personalized learning experience to students in grades K- 12 in Pennsylvania in order to prepare them for college, career, and life. CCA is required and authorized to provide students with educational opportunities equal to or greater than those offered in traditional public schools.

The Pennsylvania Department of Education and the Charter School Law (24 P.S. § 17-1701-A et seq.) recognize that charter schools and cyber charter schools can purchase courses and services and offer them as part of their own curriculum. The Charter School Law also authorizes charter schools and cyber charter schools to make contracts for the procurement of services; and have such other powers necessary to fulfill their charter and which are not inconsistent with the Law. 24 P.S. § 17-1714-A(a)(5), (b).

#### ENROLLMENT CRITERIA

Students will be enrolled in Technical College High School programs under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to Technical College High School upon request. At a minimum, CCA students shall meet the following CCA eligibility criteria:

1. Student must reside in the same county as Technical College High School.
2. Student must be in Grades 9-12 and registered for the programs, courses, training, and other educational offerings of the Technical College high School, as agreed to by CCA and Technical College High School.
3. Student must obtain written permission from student's parent(s) or legal guardian(s) to participate in the program.
4. Student must maintain a 2.5 cumulative GPA at CCA.
5. Student must complete one semester of non-credit or credit certificate programs with CCA prior to enrollment.
6. Student must not be engaged in the academic escalation (MTSS warning) process.
7. Student must be satisfactorily meeting high school graduation requirements, as determined by CCA.

In consultation with Technical College High School, CCA may waive the eligibility criteria above for a student.

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made as of this 1<sup>st</sup> day of April, 2024 by and between **Temple University - of The Commonwealth System of Higher Education** ("Temple"), and **Commonwealth Charter Academy** ("CCA"). CCA and Temple hereby agree as follows:

**1. Program.** Temple invites CCA's students ("Program Participants") to enroll in dual enrollment courses as part of the College of Education and Human Development (CEHD) program ("Program") opportunities as described below in section 1, B.

### A. Program Eligibility

Program Participants will be selected by CCA and must meet Temple's requirements for participation in the College of Education and Human Development's dual enrollment programs. All Program Participants must be 11<sup>th</sup> or 12<sup>th</sup> grade students enrolled at CCA, maintain a minimum 3.0 high school GPA, and must have satisfactory progress toward meeting high school requirements as determined by CCA. The Program Participant must satisfy the prerequisite requirements, if any, for specific courses. To remain in the Program, students must complete the requirements of each course as outlined in the course syllabus and earn a minimum grade of C in each course. The courses will typically be conducted as virtual (online) sessions taught by Temple faculty.

Program Participants may be registered for up to two (2) courses per term, and these courses could include Temple undergraduate students and/or include high school students from other schools. Participation in the Program and its courses does not equate to an offer of admittance to Temple University or any of its degree-granting programs.

### B. Courses

Temple will offer one or more of the following courses in the College of Education and Human Development according to Temple's academic schedules in fall, spring, and/or summer:

AOD 0836: Interpersonal Communication

EDAD 0855: Why Care About College? Higher Education in American Life

ECED 2101: Child Development – Birth to Nine

ECED 4106: The Learning Community – Family and Community Partnerships

EDUC 0806: It's Bigger Than Hip-hop: Exploring the Evolution of Race and Identity through Hip-hop

EDUC 0809: Race and Diversity in Children’s Literature and Young Adult Books:  
Reading Between the Lines

EDUC 0817: Youth Cultures

EDUC 0819: Teens and Tweens

EDUC 0823: Kids in Crisis – When Schools Don’t Work

EDUC 2103: Socio-cultural Foundations of Education in the US

EDUC 2019: Adolescent Development for Educators

URBE 0855: Education for Liberation Here and Abroad

SPED 211: Introduction to Special Education

SPSY 0828: The Meaning of Madness

Temple will share with CCA the details of courses being offered in a given academic term (title, day/time, amount of synchronous vs asynchronous class time) and CCA will determine in which course(s) its students will have the opportunity to participate in any given term.

This list of courses offered in each term is subject to change or cancellation at the discretion of Temple. Additionally, Temple reserves the right to change instructional modalities of courses term to term.

Temple will ensure that the instructor of each course identified for dual enrollment participation by CCA students has obtained the required clearances for working with minors as outlined by Temple University policy. Before any employee, contractor, or agent of Temple has direct contact with any student of CCA under this MOU, Temple shall provide to CCA for that employee, contractor, or agent: (1) a report of criminal history record information from the Pennsylvania State Police as required by Section 1-111 of the Pennsylvania School Code of 1949, (2) a Federal criminal history record as required by Section 1-111 of the Pennsylvania School Code of 1949, and (3) a certification from the Department of Human Services as to whether the employee, contractor, or agent is named in the Statewide database as the alleged perpetrator in a pending child abuse investigation or as the perpetrator of a founded report or an indicated report as required by 23 Pa. C.S. § 6344(b)(2) et seq. Should any of these requirements or statutes be amended or replaced, Temple shall comply with the requirements of the amended or replacement statute.

Temple shall not permit any of its employees, contractors, or agents to have any direct contact with any of CCA’s students under this MOU (including but not limited to providing instruction to such students) if they have been convicted of a disqualifying offense under Section 1-111 of the Public School Code. Temple shall not permit any of its employees, contractors, or agents to have direct contact with any of CCA’s students under this

Agreement where the Department of Human Services has verified that the employee, contractor, or agent is named in the Statewide database as the perpetrator of a founded report committed within five years.

Temple shall ensure that its employees, contractors, or agents who have direct contact with children (as that phrase is defined in Act 126 of 2012, 24 P.S. § 12-1205.6) complete child abuse recognition and reporting training that complies with the requirements of Act 126 of 2012 or any statute replacing Act 126 of 2012. Temple shall ensure that its employees, contractors, and agents understand that CCA's manual alone does not fulfill the requirements of Act 126 of 2012, and that additional training must be obtained to comply with Act 126 of 2012. Temple shall provide to CCA documentation demonstrating that each employee, contractor, or agent who will have direct contact with children under this Agreement has complied with the Act 126 of 2012 training requirements before such employee, contractor, or agent has direct contact with children under this Agreement.

The dual enrollment handbook will outline the policies that Program Participants must abide by in order to maintain their participation in the Program. These policies include reference to expectations for student attendance and behavior and to minimum grades earned in high school and college coursework. CCA administration will be contacted with concerns related to the above and consulted in regard to interventions and any disciplinary action needed, including dismissal from the program. Temple shall provide CCA with documentation regarding any misconduct by a Program Participant upon CCA's request.

Program Participants attending the Program under this MOU will have all of the same rights, privileges, and responsibilities as other students at Temple, including the right to a student ID and the use of the library and other academic resources.

CCA will be responsible for payment for the terms in which Program Participants participate in one or more dual enrollment courses if they proceed in the course after Temple's add/drop date, even if a student leaves the course by choice or due to dismissal before the end of a given term.

### **C. Examination and Program Completion**

Upon completion of the courses, Temple will provide the Program Participants' final course grades to CCA by providing copies of the Participants' unofficial transcripts to CCA via TUSafeSend, Temple's platform for secure data transmission. The CCA personnel to whom this information will be transferred is the Vice Provost for K-12 Career Readiness or designee. CCA will use this information to update Participants' high school transcripts with course details.

Program Participants who complete a dual enrollment course at Temple shall receive credits through Temple. The credits awarded for a dual enrollment course shall be the same credits offered to a postsecondary school student enrolled at Temple. Temple's transcript shall reflect completion of college-level work according to commonly accepted postsecondary practices, with no notation of the Program Participant's status as a secondary school student. If a student in a dual enrollment course should become a regularly enrolled postsecondary student at Temple, Temple shall recognize the credits from the course as applying to the student's degree requirements as it would for any regularly enrolled postsecondary students who took the course.

Program Participants who satisfactorily complete a dual enrollment course may also receive credits toward the completion of courses required for graduation at CCA. CCA shall weight credits for the Program courses in a manner similar to Advanced Placement Programs, International Baccalaureate Diploma Program, or Cambridge advanced courses in CCA's grading system, including both academic and technical courses.

## **2. Program Fees.**

CCA agrees to a fixed cost per student agreement that includes the full tuition costs and associated program fees for each course and to remit payment to Temple University College of Education and Human Development as outlined below in 2. C., Invoicing and Payment.

### **A. Cost Per Participant**

<b>For the duration of the 2023-2024 Academic Year, the Temple Education Scholars Program is grant-funded and no invoicing of CCA or CCA learners will occur.</b>	
<b>Expense Type</b>	<b>Cost</b>
Tuition: 3 credits x \$325* / credit	\$975
*The high school tuition rate approved by Temple's Board of Trustees in May 2020; this rate is subject to change. CCA will be notified of any changes that occur during the term of this agreement.	
Promotional items (t-shirt, water bottle, etc.)	\$25
CEHD DE Personnel / Staffing (orientation, onboarding, progress monitoring, tutoring, mentoring) <ul style="list-style-type: none"> <li>College Success Coaches (graduate student staff), Tutor-Mentors (undergraduate student staff)</li> </ul>	\$250
<b>Total Cost Per Student/per course (2023-2024)</b>	<b>\$1250</b>

Temple's normal refund policy will apply in the case of a student who withdraws from a Program course before completing it.



## **B. Additional Services / Needs**

Program Participants engaged in virtual dual enrollment coursework with Temple will require the use of laptops or Chromebooks, cameras, and other technology to access the course and its content. Similarly, they will need to access course texts and resources as assigned by the course instructor and included in the course syllabus. CCA will be responsible for ensuring that Program Participants have the necessary materials for their course and will contract separately with Temple should these supplies to be obtained and distributed to Program Participants by Temple directly, at a cost mutually agreed upon by both parties.

If the number of Program Participants engaged in virtual dual enrollment coursework with Temple (or the number of courses the Participants each take) reaches a level such that additional capacity from Temple is required to coordinate and manage the volume of Participants and their engagement each term, Temple and CCA will discuss a mutually agreeable cost for services to be paid to Temple by CCA.

## **C. Invoicing and Payment**

CCA has provided the following name, billing address, and telephone number for the person responsible for making the payment to Temple:

Stephanie A. McHugh, Ed.D., NCC  
Vice Provost of K-12 Career Readiness  
Commonwealth Charter Academy  
1 Innovation Way  
Harrisburg, PA 17110  
412.916.4550

The names of Program Participants will be confirmed by Temple and CCA before the program's start at the beginning of each academic term. Temple will then generate an invoice detailing the per participant cost for their participation that term, and the invoice will be sent to the designated contact person at the CCA. The full payment for each semester will be due thirty (30) days after invoice is generated.

### **Payments should be made payable to Temple University and sent to:**

Julia Kershaw-St. George  
Temple University  
College of Education and Human Development  
Temple University Mailroom  
1851 N. 10<sup>th</sup> Street  
Philadelphia, PA 19122



### **3. Responsibilities of CCA.**

- A. CCA will be responsible for the selection of Program Participants, subject to the final approval of Temple in its sole discretion.
- B. CCA will share Program Participants' and their Legal Parent/Guardians' contact information (email addresses and phone numbers) with Temple for coordination and onboarding of the Program Participants.
- C. CCA will adjust the Program Participants' high school class rosters in order to accommodate Participants' engagement in the agreed-upon dual enrollment coursework.
- D. CCA will identify a liaison to meet regularly with CEHD dual enrollment program staff to share Participant progress and program updates.
- E. CCA will provide information to Temple about the Program Participants' college-going and college-major decisions in order to inform program evaluation and improvement.

**4. Term.** This Memorandum of Understanding (MOU) will be effective on July 1, 2023, and will automatically renew on July 1st of each subsequent year.

**5. Ownership.** All proprietary ideas, methods, materials, information, manuals, templates, designs, processes, diagrams, computer programs, reports, documentation, and other proprietary or protectable matters ("Materials") which Temple or its personnel create before or while providing the Program are and shall remain the sole property of Temple. In no event shall any of the Materials be considered a "work made for hire."

**6. Insurance.** At all times during the term of this MOU, CCA and Temple shall maintain at their own expense liability insurance in an amount adequate to protect against any liability that may arise from the services provided under this MOU. Each party shall also carry the statutorily required amounts of unemployment and workers' compensation insurance at its own expense.

**7. Amendments.** This MOU may be amended by the CCA and the President of Temple University in writing signed by both parties, contingent upon review and signature by Temple legal counsel and the CCA legal counsel. No oral representations, warranty, condition, or arrangement of any kind or nature whatsoever shall be binding upon the parties hereto unless incorporated in this agreement in the form of a written amendment.

**8. Non-Assumption of Liabilities and Independent Contractors.** Nothing contained herein shall be construed as, nor shall any provision herein constitute, an assumption by either party of the liabilities of the other. The parties shall be deemed independent contractors and nothing in this MOU shall create or be deemed to create a joint venture, partnership, or other similar association between the CCA and Temple.

**9. Miscellaneous.** This MOU shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania, without regard to its conflict of law provisions.

**10. Dissolution.** Either CCA or Temple University may terminate this MOU by giving thirty (30) days' notice in writing, unless a shorter period of notice is mutually agreeable. Should this MOU be terminated by either party while students enrolled in CCA are attending courses at Temple, the students shall be allowed to complete those courses.

**11. Nondiscrimination.** CCA and Temple shall not unlawfully discriminate on the basis of a student's race, nationality, ethnicity, religion, gender, disability, or any other basis protected by state, federal, or applicable local law, regulation, or ordinance. Temple shall ensure that students with disabilities have equal opportunity to participate in the Program in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

**12. Compliance with Laws regarding Education Records.** Both parties shall comply with all applicable federal and state laws regarding the confidentiality of educational records of the Program Participants including but not limited to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, its implementing regulations (34 C.F.R. Part 99), and Title 22 of the Pennsylvania Code §§ 12.31-12.33.


**13. Indemnification.** Each party shall indemnify, defend, and hold the other party, its affiliates and their respective trustees, governors, directors, officers, employees, contractors, subcontractors, and agents (collectively, the "Indemnified Parties") harmless from and against any and all liabilities, suits, actions, claims, demands, damages, losses, expenses, and costs of every kind and character (including, without limitation, reasonable attorney fees court costs, and expert witness fees) suffered or incurred by, or asserted or imposed against the party seeking indemnification (or its Indemnified Parties) to the extent resulting from, connected with, or arising out of any negligent or wrongful act or omission by the indemnifying party (or its Indemnified Parties).

**14. Cooperation Regarding Claims.** The parties agree to fully cooperate in assisting each other and their duly authorized employees, agents, representatives and attorneys, in investigating, defending or prosecuting incidents involving potential claims or lawsuits arising out of or in connection with the services rendered pursuant to this Agreement. This paragraph shall be without prejudice to the prosecution of any claims which any of the parties may have against each other and shall not require cooperation in the event of such claims.

**15. Exclusivity.** This Agreement is not intended to conflict with or affect any existing or future affiliation between the parties and institutions not a party to this Agreement. This Agreement is not exclusive.

In witness whereof, the parties, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and intending to be legally bound hereby, execute this Memorandum of Understanding by each party's duly authorized representatives.

\_\_\_\_\_  
Signature Date

 3/20/2024  
\_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Printed Name

Jaison G. Kurichi  
\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title  
**Commonwealth Charter Academy**

Associate Vice President for Budget  
\_\_\_\_\_  
Title  
**Temple University - of The Commonwealth System of Higher Education**

## **ADDENDUM**

### **PDE Requirements.**

This concurrent credit Agreement is entered into pursuant to section 1525 of the Pennsylvania Public School Code of 1949, 24 P.S. § 15-1525, and establishes the conditions through which eligible students from **Commonwealth Charter Academy Charter School (CCA)**, a Grade K-12 public charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by Temple University. Section 1525 of the Public School Code requires that CCA enter into an agreement with an Institution of Higher Education (IHE) approved to operate in Pennsylvania in order to allow students attending CCA and enrolled in Grades 9-12 to attend the IHE and concurrently earn credit at CCA and the IHE. This Agreement shall be effective for three (3) years from August 1, 2023, through July 31, 2026, and will automatically renew for one-year periods unless otherwise stipulated by CCA and Temple University.

CCA specializes in providing an online, personalized learning experience to students in Grades K- 12 in Pennsylvania in order to prepare them for college, career, and life. CCA is required and authorized to provide students with educational opportunities equal to or greater than those offered in traditional public schools.

Further, Pennsylvania public schools, including cyber charter schools, must offer college and career readiness programs to enrolled students. Rigorous non-credit or credit certificate programs of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual-credit courses, and concentrated Career and Technical Education programs of study – are included in the Future Ready PA Index, the Pennsylvania Department of Education’s collection of student progress measures related to school and student success. Additionally, pursuant to Act 6 of 2017 and Act 158 of 2018, the General Assembly has approved alternate graduation pathways for public school students, including post-secondary and career and technical education coursework, career readiness indicators, and acceptance to an IHE.

The Pennsylvania Department of Education and the Charter School Law (24 P.S. § 17-1701-A *et seq.*) recognize that charter schools and cyber charter schools can purchase courses and services and offer them as part of their own curriculum. The Charter School Law also authorizes charter schools and cyber charter schools to make contracts for the procurement of services; and have such other powers necessary to fulfill their charter and which are not inconsistent with the Law. 24 P.S. § 17-1714-A(a)(5), (b).

### **Articulation Defined**

PDE defines “articulation” as, “a planned process of curriculum development, instructional strategies, and administrative procedures, which link educational agencies with other educational agencies or with industries. The linkage helps students make a transition from a school entity to another school entity, college, or university or a business/industry without experiencing delays in or duplication of learning.” 22 Pa. Code § 339.1a(b). See also 22 Pa. Code § 49.1 (describing “articulation” as the transfer and recognition of academic achievement between institutions to facilitate the successful transfer of students without duplication of course work).

### **Courses & Credits.**

CCA’s CEO or designee may, in consultation with Temple University, also allow CCA students to take other courses to meet student interest and college or career preparation objectives, and such additional courses shall be subject to the terms of this agreement. CCA students who enroll in Temple University courses outside of CCA’s internal approval are subject to CCA’s and Temple University’s academic and financial policies.

### **Additional Enrollment Criteria.**

- Participating students must complete one semester of non-credit or credit certificate programs with CCA prior to enrollment with Temple University.
- Students must not be engaged in the academic escalation (MTSS warning) process.
- Students must demonstrate readiness for the level of coursework in the intended subject areas as jointly

determined by Temple University and CCA (may include recommendations, entering and maintained GPA, standardized test scores, and placement exams, if necessary).

- In exceptional cases and always in consultation with Temple University, CCA may waive the eligibility criteria above for a student.

### **Fees & Invoicing.**

Temple University shall invoice CCA after the finalization of student account reports. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information or question any charges on an invoice, the 30 days for payment shall begin from the date of receipt of the information or clarification/correction of the charges on the invoice.

NOTE: The Temple Education Scholars Program is grant-funded for the 2023-2024 academic year. No invoicing for learners enrolled in this program shall occur. The enclosed Tuition Costs/Fee Schedule (see #2 on p. 4 of this Agreement) applies for courses and credits taken by CCA learners outside of the Temple Education Scholars Program.



HOW SCHOOL SHOULD WORK



*Learner Handbook*

**2024-25**  
**SCHOOL YEAR**

[www.ccaeducate.me](http://www.ccaeducate.me)

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# Program Overview

## Commonwealth Charter Academy (CCA) Mission Statement

To deliver a personalized learning experience that engages the entire family and prepares learners to succeed in school and in life.

## CCA Vision Statement

Transforming today's learners into tomorrow's leaders, one learner at a time.

## CCA Values

- **Serving Families** – CCA is a family service organization with deep expertise in education.
- **Personalized Learning Approach** – With a personalized family service approach, CCA learners thrive and are better prepared for success after graduation.
- **Flexibility** - Learners can structure a curriculum that sparks a passion for knowledge and growth.
- **Quality** - CCA's curriculum is always evolving and changing. The latest developments and best practices in education are monitored and incorporated into lessons.
- **Achievement** - Through CCA's family service model, learners should enjoy success in school, land great jobs in their fields of choice and give back to the communities in which they live, work, and play.

## CCA Commitment Statements

CCA is a public cyber charter school whose mission is to provide each family and learner with a first-class education that helps learners grow into tomorrow's adults. This mission requires the school, the parent, and the learner to be committed to the learning process.

CCA commits to providing:

- A strong instructional program tailored to each individual learner's needs and strengths.
- Administrators who care deeply about your child's success and communicate openly and honestly with parents and learners. We commit to monitoring learner performance and attendance.
- Educators who motivate, inspire, and support each learner. Teachers will commit to personal contact with the learner on a weekly basis.
- A computer, a voucher for a monitor and an all-in-one printer, and an Instructional Technology Subsidy Reimbursement to make learning possible.
- A connection with each and every learner to our school. When you enroll in our school, CCA will call you and your learner within five school days. The purpose of this call is to orient you to our school, its expectations, and what you need to do to be successful.
- Engagement with every learner. Once you have completed a Great Start Orientation session, CCA will provide fun and engaging instruction.

*Commitment statements for parents and learners can be found in **Appendix A**.*

## CCA Belief Statements

CCA is driven to ensure that all learners who enroll in CCA are given a customized education that prepares them to be positive, productive citizens. To meet this commitment, CCA believes that:

- Each learner is unique, needing personalized instruction.
- Each learner can attain the love of learning that will inspire them to grow educationally for the long term.
- Students learn best when actively engaged, allowing them to become independent learners.
- Learners will be met with academic challenges that they will be able to overcome and master.
- Learners can and will learn if given the right opportunities based on their individual needs.
- Education is a lifelong process, and we strive to prepare learners to be successful and thriving citizens.
- CCA is a partner with learners in meeting their academic, career, and social goals.
- CCA should consistently improve our programs by seeking feedback from our families, teachers, and staff.
- CCA provides a safe and respectful learning environment that embraces diversity.
- Having high expectations for every learner will motivate learners to reach their fullest potential.
- Schools, homes, and communities must work together to achieve positive learner performance.

# **IMPORTANT Dates**

## **First Day of School**

Wednesday, September 4, 2024

## **Columbus Day**

*CCA offices closed; No Guided Instruction or Live Classrooms*

Monday, October 14, 2024

## **Thanksgiving Break**

*CCA offices closed; No Guided Instruction or Live Classrooms*

Thursday, November 28, 2024, through Monday, December 2, 2024

## **Winter Break**

*CCA offices closed; No Guided Instruction or Live Classrooms*

Thursday, December 23, 2024, through Tuesday, January 3, 2025

## **Martin Luther King Jr. Day**

*CCA offices closed; No Guided Instruction or Live Classrooms*

Monday, January 20, 2025

## **Presidents Day**

*CCA offices closed; No Guided Instruction or Live Classrooms*

Monday, February 17, 2025

## **Spring Break**

*No Guided Instruction or Live Classrooms*

Friday, April 18, 2025

## **Memorial Day**

*CCA offices closed; No Guided Instruction or Live Classrooms*

Monday, May 26, 2025

## **Last Day of School**

Friday, June 6, 2025

## School Contact Information

**Main Phone Number** - 717-710-3300

**Administrative Fax Number** - 717-236-2197

**Technology Support** - 833-204-2221, or [ccatech@ccaeducate.me](mailto:ccatech@ccaeducate.me)

**President and Chief Executive Officer:** Thomas D. Longenecker

**Executive Vice President of Operations:** Roberto T. Datorre

**Family Services:** [familyservices@ccaeducate.me](mailto:familyservices@ccaeducate.me)

**Community Class Reimbursement:** [ccr@ccaeducate.me](mailto:ccr@ccaeducate.me)

**Field Trips:** [fieldtrips@ccaeducate.me](mailto:fieldtrips@ccaeducate.me)

**Instructional Technology Subsidy:** [itsp@ccaeducate.me](mailto:itsp@ccaeducate.me)

**School Counselors:** [ccacounseling@ccaeducate.me](mailto:ccacounseling@ccaeducate.me)

**Nurses:** [schoolnurse@ccaeducate.me](mailto:schoolnurse@ccaeducate.me)

**Comet's Tech Closet:** [cometstechcloset.ccaeducate.me](mailto:cometstechcloset.ccaeducate.me)

**Title IX Coordinator:** Roberto Datorre - [compliance@ccaeducate.me](mailto:compliance@ccaeducate.me)

Additional contact information can be found [here](#).

[facebook.com/ccacharter](https://facebook.com/ccacharter)

[twitter.com/CommCharterAcad](https://twitter.com/CommCharterAcad)

[instagram.com/commonwealthcharteracademy](https://instagram.com/commonwealthcharteracademy)



### Notice of Nondiscrimination

CCA will not discriminate unlawfully on the basis of race, color, age, creed, religion, sex, gender identity, sexual orientation, ancestry, marital status, pregnancy, national origin, or disability in accordance with state and federal laws governing educational programs in its recruitment and employment practices. Inquiries or complaints concerning the application of Title VII, Title IX, Section 504, the ADA, or the PA Human Relations Act and the implementing regulations thereunder may be referred to Roberto Datorre at [compliance@ccaeducate.me](mailto:compliance@ccaeducate.me).

CCA does not unlawfully discriminate in any manner, including with respect to Title IX sexual harassment, in any CCA education program or activity. CCA has established Title IX compliance personnel to promptly respond to concerns and reports of sexual harassment and assault. All investigations into reports of sexual harassment and assault will be impartial, free of bias and conflicts, and will not prejudge the facts for either side. CCA strives to maintain an environment where all learners, staff, and members of the school community feel safe. Inquiries or complaints may be referred to the Title IX Coordinator, Roberto Datorre at [compliance@ccaeducate.me](mailto:compliance@ccaeducate.me).

### Family Service Centers Contact Information

Family Service Centers are an important part of CCA and serve as the office location for our teachers and administrators, as well as locations for state testing, enrollment activities, computer replacement, and other school-related events. CCA operates regional Family Service Centers throughout Pennsylvania. Family Service Centers are open 8 a.m. to 4 p.m., Monday through Friday, except as noted in the school calendar.

## Family Service Centers Contact Information

### **Capital Campus**

1 Innovation Way, Harrisburg, PA 17110  
Phone: 717-710-3300, Fax: 717-236-2309

### **Allentown Family Service Center**

1501 Lehigh St., Suite 103, Allentown, PA 18103  
Phone: 484-656-7741, Fax: 484-656-7769

### **Carlisle Family Service Center**

coming soon

### **Erie Family Service Center**

246 West 9th St. Erie, PA 16501  
Phone: 814-413-0888, Fax: 814-580-5140

### **Johnstown Family Service Center**

647 Main Street, Suite 201, Johnstown, PA 15901  
Phone: 814-619-4761, Fax: 814-254-4419

### **Lehigh and Mahoning Valley Area**

#### **Andreas Family Service Center**

195 Cold Spring Road, Andreas, PA 18211  
Phone: 570-818-2200, Fax: 570-386-4149

### **Malvern Family Service Center**

70 Valley Stream Parkway, Malvern, PA 19355  
Phone: 484-325-5618, Fax: 484-325-5615

### **Montage Family Service Center**

53 Glenmaura National Boulevard, Moosic, PA 18507  
Phone: 272-250-0756, Fax:

### **Norristown Family Service Center**

1000 Sandy Hill Road, Suite 150, Norristown, PA 19401  
Phone: 484-685-5420, Fax: 484-370-8195

### **Pittsburgh Area**

#### **Cranberry Family Service Center**

3104 Unionville Rd., Cranberry Township, PA 16066  
Phone: 724-473-3977, Fax: 724-778-9032

**Pittsburgh Area**

**Waterfront Family Service Center**

162 East Bridge Street, Homestead, PA 15120

Phone: 717-710-3300, Fax: 412-205-3816

**Scranton Area**

**Dickson City Family Service Center**

529 Scranton Carbondale Hwy., Dickson City, PA 18508

Phone: 570-483-2830, Fax: 570-496-4349

**Shippensburg Family Service Center**

coming soon

**State College Family Service Center**

2210 High Tech Rd., State College, PA 16823

**Wilkes-Barre Family Service Center**

264 Highland Park Blvd., Wilkes-Barre, PA 18702

Phone: 570-820-4210, Fax: 570-820-4210

**Williamsport Area Family Service Center**

1020 Commerce Park Drive, Suite 7B, Williamsport, PA 17701

Phone: 570-323-1182, Fax: 570-601-5003

**Wyomissing Family Service Center**

1015 Penn Ave., Wyomissing, PA 19610

**York Family Service Center**

coming soon

## Getting Started at CCA

Attending CCA is a different learning experience than attending a traditional public school. As a learner, you will be more responsible and engaged in the learning process. Here are ideas to help you succeed at CCA.

## Setting Up Your Learning Space

A well-organized learning area is essential to a successful school experience. It is important to create and maintain a dedicated learning space that is quiet and away from distractions (television, video games, other children playing). Ideally, a dedicated learning space should be accessible so that the Learning Coach can observe or monitor the learner's activities. The following components are found in CCA's most successful learners' workspaces:

- *Computer and computer table or desk* — Most instruction occurs on the computer either through online coursework or Live Classroom instruction. A computer table or desk will help the learner be comfortable and supported during the learning process.
- *Bookshelf or bin* — For textbooks and other instructional material
- *Telephone* — A telephone near the learning space will be helpful because regular contact with teachers is essential.
- *Headset* — Necessary for communicating effectively during Live Classroom. This is shipped with curriculum to families.
- *Clock/watch* — Helpful for teaching learners how to focus and stay on top of time goals. For example, "I have to work for 20 minutes before I can take a break."
- *Calendar* — For keeping track of days, dates and upcoming events.
- *Writing tools* — Pens, markers, pencils and paper should be available to help the learner work through problems and take notes during lessons.
- *Notebooks and folders* — These could be physical notebooks in hard copy or file folders on the computer, and they should be organized by subject or course.
- *Supply box* — Markers, construction paper, glue, scissors, and other CCA-provided supplies.
- *Contact Sheet* — A list of your learner's teachers and phone numbers. Write your household PIN on this document as well; you will need that number should you call technical support.

## Establishing a Schedule

Attending CCA will be an adjustment for both the Learning Coach and the learner. CCA's most successful learners and Learning Coaches have established a schedule or routine for the school day or week. Establishing and following a schedule that includes start/end times, live and guided instruction participation and coursework, as well as meals and breaks, is beneficial. Learners and Learning Coaches should be available during school hours for any required phone conferences and participation in live and guided instruction unless other arrangements have been made.

Learning Coaches and learners should develop a plan that includes behavioral expectations and goals for the school year. Things that should be considered are:

- What time should school start and end each day?
- Are there specific activities/events (e.g., field trips, athletics, therapy) that we need to include in our schedule?
- When will there be breaks during the school day? How long will breaks last?
- What happens when the learner accomplishes a goal?
- What happens when the learner is not completing assignments?
- What motivates the learner to do well?
- How frequently should the Learning Coach observe the learner and review assignments?

# Roles and Responsibilities

## Caretaker Roles and Responsibilities

The term Caretaker is used for the learner's parent(s) and/or legal guardian(s) who enroll the learner and satisfy enrollment requirements. All Caretakers are also identified as the Learning Coach for children enrolled in CCA. Caretakers may also designate another adult(s) as additional Learning Coach(es) - this person would then be considered a designated Learning Coach. The Caretaker has full and final responsibility for the learner's education and educational decision-making. The Caretaker is responsible for notifying the school if the learner is experiencing issues with technology, difficulty in a subject, or difficulty in working in an online environment. Representatives of the school are available to help in all of these situations.

## Learning Coach Roles and Responsibilities

The Learning Coach is typically a Caretaker, although, it can be any designated adult who performs tasks, such as supporting teacher instruction, overseeing the learner's independent practice, and communicating with CCA teachers. Each learner must have at least one Learning Coach.

## Designated Learning Coach Roles and Responsibilities

A Designated Learning Coach is someone identified by the Caretaker as another adult who has oversight of the learner's daily schoolwork and activities. A form must be completed and submitted to CCA by the Caretaker designating this individual in this capacity. A Designated Learning Coach supporting more than four (4) learners is encouraged to notify CCA.

## Learner Roles and Responsibilities

CCA has adopted the term "learner" instead of student to imply the critical process that the child has in learning content and material. The learner's responsibility is to learn to the best of their ability and to assume age-appropriate responsibility for learning. Learners are responsible for:

- Applying themselves to coursework and learning in a focused and serious manner.
- Being fully engaged in the lessons and activities.
- Asking questions of teachers and seeking clarification.
- Exploring personal interests.
- Completing work in a timely manner.

Learners, Caretakers and Learning Coaches are also responsible to be familiar with and follow the Commonwealth Charter Academy's Policies, which are available [here](#) and other guidelines available [here](#).

## Enrollment and Placement

CCA is a public cyber charter school authorized by the Pennsylvania Department of Education. Consistent with the Pennsylvania Public School Code, CCA enrolls learners from the ages of 5 to 21 and are residents of the Commonwealth. The following guidelines clarify enrollment and placement decisions in specific situations.

Questions that arise during the enrollment process should be directed to the CCA Enrollment Office at 844-590-2864.

### Kindergarten Enrollment

A kindergarten learner may enroll in CCA anytime during the school term, if the learner is 5 years of age before September 1, or the age determined as the age of admission of the district of residence.

### First Grade Enrollment

Learners who did not complete kindergarten may enroll in first grade at CCA if the learner is 6 years of age before September 1. Learners who completed kindergarten may enroll in first grade at CCA.



## **Enrollment of Learners Suspended or Expelled from Another School**

Learners who are currently under suspension or expulsion from another school may be permitted to enroll at CCA. Subject to a review by CCA of the learners disciplinary record, the CCA will determine if and when attendance at school-sanctioned events is permitted.

Failure to disclose a prior suspension or expulsion may result in immediate removal from CCA.

## **Enrollment of Learners Residing with an Adult Other than a Parent**

Individuals between the ages of 5 and 21 who are living with a Pennsylvania resident, other than their parent or guardian, who is supporting the child gratis (without receiving personal compensation) are entitled to an education in Pennsylvania and may therefore enroll at CCA. Additional enrollment documents are needed in order to substantiate the living situation. The adult with whom the learner is residing must complete a sworn statement and provide the necessary Proof of Residence at the time of enrollment.

## **Placement and Course Credit From Other Schools**

As part of the enrollment process, families are required to submit their learner's most recent report cards and/or transcripts. Counselors and enrollment staff will carefully review previously earned credits and assess which credits can be transferred to CCA. In cases where a student transfers between semesters and their transcript does not fully reflect earned credits, partial credit will be accepted. Staff may request complete unofficial transcripts or end-of-year report cards to accurately determine a learner's grade level and assist with course selection. However, official transcripts must be provided within the first 30 days of school to finalize credit transfer approval and course selection. Upon graduation or withdrawal, the official CCA transcript will reflect both credits earned at CCA and any transfer credits accepted.

## **Enrollment After the Start of the School Year or Semester**

Learners entering mid-year or mid-semester should submit report cards, progress reports and/or teacher notes from their previous schools as part of the enrollment process. CCA administrators and counselors will review the learner's work and progress up to that point in the semester and enter an equivalent grade in the learner's grade book to represent the learner's efforts at the previous school. That grade will be averaged with the grades earned at CCA in that same semester.

Learners in grades 9 through 12 may request changes to their schedules within the first two weeks of enrollment or in the first two weeks of the course. To add or drop a course, a parent must make a request to the School Counselor within the first two weeks of the start date of the course in question. Dropped courses will not be reflected on a learner's transcript.

## **Enrolling Learners Who Have Been Homeschooled or Who Have Attended Private Schools**

Learners may receive high school credit for courses completed in 9th through 12th grades while enrolled in previous educational settings other than fully accredited schools, including homeschool, non-accredited public, private, alternative, or international schools.

For learners who were previously homeschooled, CCA requires the Affidavit of the supervisor of a Home Education Program signed by a representative from the local school district approving the learner for each year of homeschooling as well as the Homeschool Evaluator form/letter for each year the learner was homeschooled. Only homeschool credits that are approved, or would transfer to the local school district where the homeschool program was completed, can be transferred to CCA.

Credits for courses completed in a nonstandard school program may be granted as described above, but no grades are assigned. Learners receiving high school credit will be given a grade of "Pass," which is not included in the calculation of the learner's GPA. These credits are not entered into the learner's records until the learner has completed a full semester in CCA.

## Change of Address

Caretakers notify CCA if the family moves, even if the family continues to reside in the same school district. This is necessary to ensure proper billing and proper Instructional Technology Subsidy (ITS) reimbursement. Families may notify CCA by calling Enrollment Support at 844-352-1738, or by logging into edio and accessing the Parent Portal to complete the “Change of Address” form.

The online environment provides for flexibility and travel while completing coursework. However, if a family is traveling or staying with a relative for longer than three (3) weeks, the Caretaker must contact their learner’s principal prior to travel.

CCA reserves the right to request an updated proof of residence at any time, if there is reason to believe the learner is no longer living at the address provided. If a family is unable to provide proof of residence within 60 days of the request, CCA may remove the student from the school’s active roles.

If a family is experiencing homelessness or other housing situations, please contact CCA’s Homeless Liaison, at [mckinneyvento@ccaeducate.me](mailto:mckinneyvento@ccaeducate.me).

## Transferring Records

When educational records are requested by another educational institution or community agency, CCA will seek to confirm with the Caretaker that the student is withdrawing from CCA and will send records to the requesting district within ten (10) business days.

## Withdrawing Learners During the School Year

1. Contacting your homeroom teacher by telephone or email to inform the teacher of your intent to withdraw your learner(s). If you use the webmail system, include the date of the learner’s expected exit from the school and the name of the qualified educational program that your child will be using. You will be contacted by CCA to acknowledge your intent to withdraw your learner.

2. Calling the CCA Customer Support Line at 1-844-590-2864.

3. Completing the “Initiate Student Withdraw Form” in edio.

No learner of compulsory school age will be permitted to withdraw permanently without the written consent of a parent/guardian, a legally justifiable reason for nonattendance, and supporting documentation.

Please note, these methods should NOT be used to indicate that a learner does not intend to return for the following year (Intent to Return). Use of the above process will result in the immediate withdrawal of the learner for the current school year.

CCA will contact the Caretaker by phone or webmail to make arrangements for the return of equipment or materials. The Caretaker has seven (7) days from the receipt of the return instructions to return all requested materials and/or equipment. Caretakers should NOT initiate a return shipment until CCA or a representative of the school has contacted them and provided instructions. Families who arrange return shipping on their own prior to CCA contacting them will not be reimbursed for shipping costs.

## Attendance

CCA provides an online, flexible educational opportunity for learners residing in the Commonwealth of Pennsylvania. Learners are expected to meet minimum levels of attendance per the Pennsylvania Public School Code.

## Required Instructional Hours

Learners are required to complete at least 180 days or 900 hours (Elementary)/990 hours (Middle & High) of instruction every calendar year. The CCA board of Trustees approves a 180-day school calendar each year. This calendar is released in the spring prior to the beginning of the school year and can be found in edio, on the CCA school website and in the Learner Handbook.

CCA learners are expected to login on each of the approved 180 school days indicated on the school calendar. Should a learner not log in during one of the 180 approved days, the Learning Coach must submit an excuse via edio explaining the absence. Attendance may also be reconciled based on successful completion of assigned schoolwork.

CCA learners meet the hours of attendance by attending Guided Instruction or Live Classroom Sessions, completing coursework in edio or independently, attending educational field trips, attending state testing or participating in other CCA-approved activities.

## Holidays

Although CCA observes many federally designated holidays, as a public school, CCA must comply with state laws and regulations by providing students with the minimum number of days or hours of instruction during the school year, as noted above. Because of CCA's diverse, statewide population, our model gives families control over when they complete schoolwork. Whether it's for holidays, travel, religious observances, or any other reason, families have the flexibility to be off from school at their discretion or need. Although CCA may not be officially closed on a specific date, families are always welcome to celebrate any and all holidays that are important to them. CCA respects each family's beliefs and will offer support if they choose to celebrate a holiday that is not on our official school calendar. Please contact your learner's teachers to inform them of your observance of a holiday and they will gladly work with your learner.

## Excused Absences

Should a learner be unable to login during one of CCA's school days, the Caretaker must complete and submit an excuse form through edio or edioGO within three (3) days of the missed school day. Schoolwork completed on an alternate school day or non-school day and excused absences do not impact attendance.

Learners may be excused from school for any of the following reasons:

- Medical or Dental Appointments
- Illness or Injury
- Observance of Religious Holidays
- Bereavement (Death of a Family Member)
- Educational Opportunities or Family Educational Trip
- Quarantine
- Court or Administrative Proceedings

Should a learner accumulate four (4) excused absences, CCA may require doctor's notes for additional absences.

## Unexcused Absences

if a learner has not logged on during one of CCA's school days, it will be recorded as an unexcused absence until the learner or caretaker submits a valid excuse. This excuse should be provided no later than three days after the non-login. Unexcused absences will impact perfect attendance. CCA shall provide notice to the parent/guardian upon each incident of unexcused absence. Following accumulation of the equivalent of three (3) unexcused absences, CCA shall send written notice to the parent/guardian in accordance with applicable law and administrative guidelines. A learner is considered habitually truant after six (6) unexcused absences and CCA shall send written notice to the parent or guardian. Following accumulation of the equivalent of ten (10) unexcused absences, CCA shall send written notice to the parent/guardian scheduling a School Attendance Improvement Conference between appropriate school staff, parent/guardian, learner, and other service providers to determine what may be preventing the learner from participating in the learning program, and to develop a School Attendance Improvement Plan (SAIP).

Failure to adhere to the SAIP and/or continued accrual of unexcused absences will result in additional actions in accordance with applicable law, which may include referral to a school-based or community-based attendance improvement program, referral to county Children and Youth Services (CYS), filing a truancy citation in the office of the appropriate judge, or withdrawal from CCA (for learners 18 or older).

CCA may withdraw a learner who accumulated ten or more consecutive, unexcused absences. If a learner is withdrawn for absences, CCA will notify the resident school district and CYS to ensure enrollment at another school. Excessive unexcused absences may all result in suspension or termination of Instruction Technology Subsidy (ITS) Reimbursement.

## Health Examinations and Screenings

CCA provides a program of health services in accordance with law and Board policy. Please keep CCA informed of any pertinent medical conditions or changes in your child's health during the school year. See Board of Trustees Policy 3:70 Examinations and Health Screenings or contact a school nurse at [schoolnurse@ccaeducate.me](mailto:schoolnurse@ccaeducate.me) for additional information.

### Physical and Dental Examinations

Each learner must have a comprehensive physical examination upon entering school for the first time (kindergarten), in sixth grade, and in eleventh grade.

Each learner must have a comprehensive dental examination upon entering school for the first time (kindergarten), in third grade, and in seventh grade.

Families are encouraged to have the learner's primary care provider perform these examinations within one (1) year prior to a learner's entry into the grade where an examination is required. CCA can arrange for these examinations through a contracted provider for those learners who do not have a doctor or dentist.

### Health Screenings

Each learner shall have:

1. A height and weight measurement at least once annually.
2. A vision screening annually.
3. A hearing screening in kindergarten through third grades, in seventh grade, and in eleventh grade.
4. A scoliosis screening in sixth grade and seventh grade. Learners who are under observation or care for scoliosis by a physician or learners whose parents/guardians object in writing to the screening need not be tested.

CCA will notify parents/guardians of the opportunity to receive the required screenings through CCA or a contracted provider. CCA will provide the parent/guardian of a learner with the results of examinations and health screenings conducted by CCA or a contracted provider.

### Health Record

CCA maintains a health record for each learner. All records are confidential, and the contents may be divulged only when necessary for the health of the learner or at the written request of the parent/guardian.

### Immunization Requirements

Learners who have not met the state's immunization requirements will not be permitted to attend field trips or other school sanctioned activities. A complete list of immunization requirements is available on the Pennsylvania Department of Health's [website](#)

## Academics

For every learner to reach their potential and achieve postsecondary success, CCA is committed to providing rigorous academic content and opportunities for the learner and Learning Coach.

## Accreditation

CCA is accredited by the Middle States Association of Colleges and Schools Commission on Elementary and Secondary Schools.

## Academic Honesty

A high standard of academic integrity is expected of learners in all aspects of their academic work at CCA. Learners are expected to produce their best work and their own work. All learners are required to read, understand, and sign the CCA Honor Code (*See Appendix B*). In the first instance of a violation of the CCA Honor Code, the learner will receive a warning from their teacher. In subsequent instances, the learner may receive a zero for the assignment with no option to resubmit.

## Instructional Pacing and Scheduling

Families can personalize their learning programs in several ways. Within the confines of the state's required hours of attendance, CCA allows learners and their Learning Coaches to structure the school day to best meet the learner's needs. Any learner who may need a more flexible schedule should speak with their homeroom teacher or School Counselor to investigate options that will meet Pennsylvania's compulsory school attendance requirements.

## Relationship Management System

edio (Education for Individualized Outcomes) is CCA's proprietary relationship management system (RMS). CCA designed edio to deliver the learning experience. More than just a learning management system, edio provides a tool in which families and teachers can interact.

edio allows CCA to enhance the learning experience by using outside learning tools. CCA will also be using a variety of courses created by other companies to supplement the CCA course offerings for learners. Some courses are not directly created or taught by CCA staff but will still be accessed through edio.

## Communications Systems

Within edio, there are several mechanisms for families and school staff members to communicate with one another, including:

- School directory
- Webmail
- Chat feature
- SMS
- Teacher feedback on assessments
- Dashboard notifications
- Live Instruction Sessions
- Help Center

More information about these options can be found in the Help section of edio.

Caretakers may indicate at the time of enrollment if they wish to be excluded from the school directory. If at any time after the learner is enrolled the family wishes to change these selections, please contact the learner's homeroom teacher to make this change.

Caretakers and/or Learning Coaches who require special communication support to communicate with teachers and staff outside of edio should contact the school to discuss their situation so that the school can provide the additional support.

Learning Coaches, teachers and learners are advised that all messaging communication is archived and available for review by administrators at any time.

## **edioGO**

The edioGO app for Caretakers and Learning Coaches is now available for download to smartphones and tablets from the Apple App Store and the Google Play Store.

The edioGO app includes exciting features that allow you to:

- View your child's grades and overdue items;
- Stay informed of your child's daily activities, view their calendar, and receive event reminders;
- Submit excuses for absences;
- Reach out to your child's key circle contacts via chat or phone;
- Contact customer or technical support, or the state testing helpline; and
- Receive alerts and notifications.

## **Guided Instruction and Live Classrooms**

While cyber education offers flexibility, few learners can be successful in school without live instruction and learner/teacher interaction.

Guided Instruction takes place using the Zoom platform. These sessions are designed for the teacher to guide learners, live, through a posted edio lesson. Learners get credit for attending live OR for completing the asynchronous lesson. To receive participation credit for posted lessons, learners must attend the Guided Instruction or complete the posted lesson. (Note: Students will only get participation credit for Guided Instruction if they attend synchronously.)

Live Classrooms take place using the Zoom platform. Live Classroom sessions are designed to build upon the course content and engage learners in discussions, problem solving, community building and content, procedural, and conceptual knowledge building. Learners receive participation credit for attending the live sessions in real-time or viewing the recording of the Live Classroom.

Live Classroom sessions are a core part of the learner's educational experience. Learners have fewer posted lessons per week in edio in order to incorporate the Live Classroom sessions without any overlap in the learner's schedule. This combination of coursework and Live Classroom sessions meets PDE's requirement of instructional hours per week for learners.

## **Elementary**

Elementary learners will have the opportunity to experience Guided Instruction and Live Classroom sessions daily in core content. Specials (Art, Music, and Health and PE), and Electives offer a combination of asynchronous coursework, Guided Instruction, and Live Classroom sessions based on each course.

These sessions will be differentiated allowing teachers to personalize the session for the needs of the learners. After hours grade level support is offered in a Live Classroom through edio, Monday - Thursday from 4 - 7 p.m.

## **Middle School and High School**

All core courses will have Guided Instruction for each day of posted edio lesson plans plus Live Classroom instruction session with a teacher. These sessions will occur in small groups, and will be differentiated to allow teachers to personalize the session for the needs of the learners.

## **Elementary Educational Programming**

Elementary learners in grades K-5 will experience a small team of teachers who capitalize on meeting instructional needs and building relationships. Learners will have the opportunity to engage synchronously and asynchronously in whole group, small group, and individual time with CCA teachers.

## **Middle School Educational Programming**

Teachers in grades 6 through 8 are organized into teams to support the education and development of learners. This format provides opportunities for team-teaching and ensures that teachers are collectively monitoring learners and their needs.

Teachers will offer Guided Instruction throughout the week to support posted work days. These sessions will be live and recorded and are in addition to the Live Classroom sessions offered.

After hours subject level support is offered in a Live Classroom in edio, Monday-Thursday from 4 -7 p.m.

## **High School Educational Programming**

At the high school level, learners are developing and practicing the skills needed to be independent learners and workers. Learners are expected to work closely with their teachers and to be responsible for their learning and success. Learners and teachers jointly share the responsibility for mastering concepts and content.

Teachers will be offering Guided Instruction throughout the week to support posted workdays. These sessions will be live and recorded and are in addition to the Live Classroom sessions offered.

Teachers have regular office hours and are also available Monday-Thursday from 4 -6 p.m. to support learners who need additional assistance. Simply call this toll free number, 800-481-6227 (ext. 11930, Math) (ext. 11932, Language Arts) and leave a voicemail include your name, phone number, the course you need support in and the name of your teacher. The Evening Support teacher will call you back the same evening.

## **Honors and Advanced Placement Program**

CCA's Honors program offers the opportunity for learners in grades 3-12 to participate in a rigorous and challenging online classroom designed to meet the needs of gifted and advanced learners. The Honors and Advanced Placement program strives to meet or exceed the standards set forth by the National Association for Gifted Learners. More information about these standards can be found at <https://www.nagc.org/>.

At CCA, we are committed to identifying learners who exhibit the characteristics of gifted and advanced learners and designing learning experiences to meet their needs. Learners in the Honors program can expect courses that both accelerate and personalize their learning around areas of interest, deep exploration of topics, and challenging discourse with their Honors program teacher and classmates.

The Honors and Advanced Placement program at CCA seeks to support all advanced learners and encourages learners who believe they can meet the expectations and rigor of an Honors or Advanced Placement course to apply for program placement. Learners may be considered for one or more of the Honors courses at their grade level. In High School, learners may also apply for Advanced Placement courses.

Honors and Advanced Placement learners may be identified during initial placement or after enrollment. Identification for Honors placement is based on academic performance and additional screenings by the CCA Honors program staff. CCA has requirements for participation in honors coursework, and learners must meet or exceed these requirements to be considered for the Honors and Advanced Placement program. Learning Coach input is an important part of identifying and serving learners who are determined to be eligible for this program.

## **Learner Support Team**

The Learner Support Team is a school-based, problem-solving team at CCA charged with helping learners achieve success in the general education curriculum. Recognizing that each learner is unique, CCA implements a multi-tiered system of supports (MTSS) to establish tiered layers of intervention and support for all learners.

Multi-Tiered System of Support (MTSS) In a tiered instruction model:

- Tier I (or the base) is defined by core classroom instruction. At this tier, learners receive differentiated instruction from general education teachers, explicit feedback and multiple opportunities to apply skills and strategies.



- Tier II offers more intense and targeted interventions administered by general educators and added on to a learner's current classroom instruction to overcome obstacles preventing the fullest learning experience.
- Tier III is the most intense set of general education interventions offered to a learner with increased intensity and frequency to reduce gaps in learning so the learner is more successful in the classroom.

Based on continual review of learner performance data, classroom observations, documentation of interventions and/or parent feedback, teachers and Learning Coaches can refer a struggling learner to the Learner Support Team. The primary role of the Learner Support Team is to empower teachers, parents and learners with the ability to address academic, behavioral, medical and/or other concerns that interfere with the learner's ability to obtain an appropriate education. The team is composed of teachers, school counselors, school psychologists, administrators, the parent, and the learner (if appropriate). The team works together to set goals, suggest interventions and collect feedback to determine if the desired change was achieved. The team will continue to meet every four to six weeks to review learner responsiveness and progress. If the members of the team determine that after multiple strategies were implemented there were no positive results, it may be in the learner's best interest to consider a special education evaluation.

## **English Language Learners**

All families are asked to complete a home language survey during the enrollment process. Responses to the survey are reviewed, and learners whose primary or home language is not English are identified, reviewed and assessed for eligibility in the English Learner (EL) program. Once identified as an EL, learners are provided with targeted instruction in English language acquisition and additional instructional support across all subject areas depending on their need and level of English proficiency. The English proficiency of English Learners is assessed annually with the ACCESS assessment. English Learners are required to take the PSSA/Keystone exams to assess content knowledge. English Learners who meet state-mandated exit criteria are exited from the EL program and are then monitored for a period of two years.

## **Career Pathways: Career Exploration and Readiness**

CCA's educational focus is on academics and the essential core skills needed to prepare learners for success after schooling. Learners in grades K-12 participate in career guiding and exploratory lessons and courses designed to support the learner's awareness and growth to careers and education after high school graduation that would be related to each learner's interests, skills, and values. CCA will be hosting Live Classroom Lessons, college visits, and career seminar speakers to expose learners to a large variety of career options and support our learners through that process of matching with attuned career options and goals.

CCA's Career Pathways model helps learners gain a clear line of sight to and through the school years by bridging school to work with multiple access points, whether through customized consultations sessions, in-class or workshop opportunities, project-based independent study, job shadowing, internships or cooperative education. All educational pathways are explored (certificate programs, trade or technical school, 2- or 4-year college, military enlistment, and more). Significant resources exist for undecided learners or those investigating multiple Career Pathways. Each year, Career Artifacts are gathered into a comprehensive Portfolio for each learner, demonstrating each student's progress toward attaining future goals. For more information, contact the CCA Career Readiness Department at [internships@ccaeducate.me](mailto:internships@ccaeducate.me).

## **College in the High School/Dual Enrollment Program**

CCA's College in the High School/Dual Enrollment Program enables high school learners to take online and in-person courses through various colleges and universities and earn high school credits that fulfill graduation requirements for CCA. Successful completion of these courses will also be recognized for credit by participating post-secondary institutions, and may be transferable among post-secondary schools. Some of CCA's partners also offer industry-recognized certifications and credentials.

## **Educational Assessments**

As learners participate in courses, teachers use a number of assessments to ensure content mastery. The assessments will vary by teacher, grade level and course. A learner's grade is composed of two elements:



(1) Participation and (2) Assessments.

- Participation: 35 percent of a learner's grade in every course is based on lesson completion.
- Assessments: 65 percent of a learner's course grade is based on summative assessments, including assignments, quizzes, tests, projects, or exams.

## Diagnostic Assessments

Diagnostic Assessments are conducted periodically throughout the year to identify and track learners' academic levels and growth. These assessments provide instructional guidance for teachers and Learning Coaches. Benchmarking assessments currently being used include i-Ready - Math and English Language Arts, and; Acadience - English Language Arts grades K-5.

## Mandatory State Assessments

As a public school, CCA is required to administer the Pennsylvania System of School Assessments (PSSA) and the Keystone Exams to all learners in grades 3-8 and upon completion of Algebra I, Biology, and English Literature. CCA will send more specific information regarding the administration of these tests after the start of the school year. Attendance at these exams is mandatory. CCA may choose to administer Keystones in the Winter or Summer sessions as well.

**PSSAs**  
**April 21 to May 9, 2025**

**Keystones Winter - December 4-18, 2024**  
**Keystones Summer - May 12-23, 2025**

## GRADING

### Grade Book

The grade book allows all Learners, Caretakers and/or Learning Coaches to view grades from electronic assessments (immediate and automatic postings) and written work (posted by teachers after work is evaluated). The grade book is always available to Caretakers and Learning Coaches and reflects the learner's current status in each course.

### Course Grade

The learner's gradebook in edio provides a "Grade" in each subject. The "Grade" reflects what the learner has earned on all assignments that have been submitted and graded thus far, along with any overdue work factored in as a temporary zero.

### Academic Honors: Grades K-12

To acknowledge exemplary academic performance, CCA will award learners in grades K-12 with the designation of Honor Roll or Distinguished Honor Roll if they meet the following requirements:

**Honor Roll:** A's and B's in all core courses (Math, English Language Arts, Social Studies, and Science) and passing grades in all other courses (passing grade is defined as 60 percent or higher).

**Distinguished Honor Roll:** A's in all courses.

### Electives in Elementary and Middle School

All learners can pick electives for the school year. To remain eligible for electives, learners in grades K-8 must maintain the following criteria:

- Have completed their initial assessments (diagnostic assessment, state testing)
- Be in good academic standing (overall grade of 70 percent or higher)
- Be in good standing with attendance

If these criteria are not maintained, the learner will be dropped from elective courses until criteria is met.

## High School Grading

Learners are awarded credit for courses in which they have earned a grade of D- or higher. This applies to courses taken at CCA and other schools. Courses required for graduation must be retaken by the learner if a grade of D- or higher is not earned. The school's grading scale is below.

Semester and year-end grade point average (GPA) follow a four-point scale (below). GPAs include only graded courses; pass/fail courses will not be averaged into a learner's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP), and College in the High/Dual Enrollment courses are weighted with one (1) extra grade point.

Grade	Grade%	Passing	Non- Weighted	Weighted (Honors)	Weighted (AP and CHS)
A+	98-100	Yes	4.00	4.50	5.00
A	92-97	Yes	4.00	4.50	5.00
A-	90-91	Yes	3.67	4.17	4.67
B+	88-89	Yes	3.33	3.83	4.33
B	82-87	Yes	3.00	3.50	4.00
B-	80-81	Yes	2.67	3.17	3.67
C+	78-79	Yes	2.33	2.83	3.33
C	72-77	Yes	2.00	2.50	3.00
C-	70-71	Yes	1.67	2.17	2.67
D+	68-69	Yes	1.33	1.83	2.33
D	62-67	Yes	1.00	1.50	2.00
D-	60-61	Yes	0.67	1.17	1.67

## High School Promotion Policies

The following credits are required to be promoted from one grade to the next:

Classification	Grade	Number of Credits
Freshman	9	0 - 4.99
Sophomore	10	5 - 9.99
Junior	11	10 - 15.99
Senior	12	16+

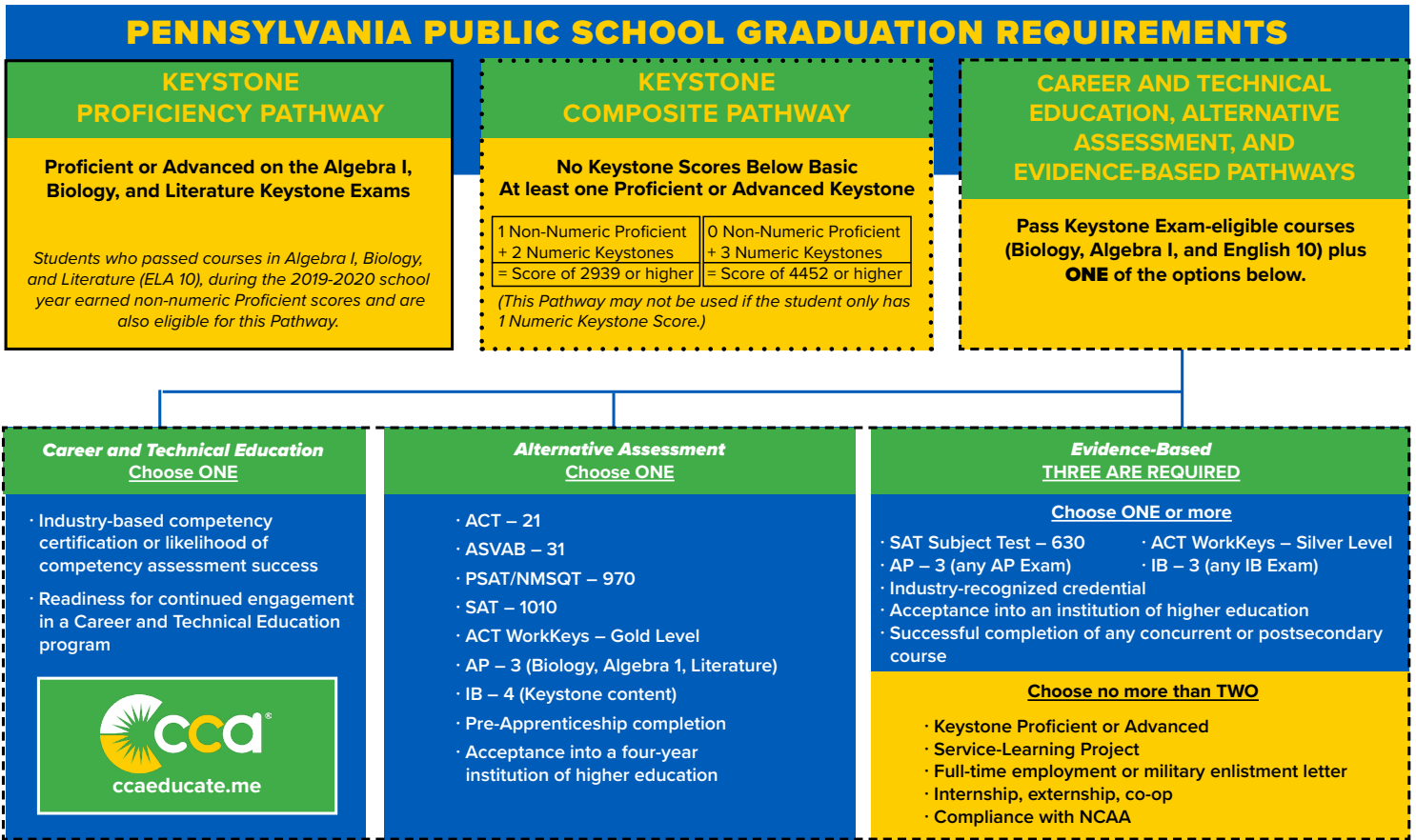
At the time of a learner's enrollment, CCA school counselors will establish estimated grade levels based on preliminary information about previously earned credits. Learner grade levels can be adjusted during the school year based on the learner's earned and verified credits recorded.

In certain situations, the school counselor may also adjust the learner's grade level to appropriately match the learner's academic needs. This will be done in consultation with the learner, Learning Coach, and the school administrator.

# Graduation and Diploma Requirements

In order to receive a diploma from CCA, learners must be enrolled at CCA during the semester immediately prior to graduation, earn at least one credit within the school year of graduating, meet the graduation requirements approved by the Board and administration, and be enrolled at CCA. The Administrative Guidelines for graduation can be found [here](#).

Starting with the Class of 2023, learners must fulfill state graduation credit requirements (21 credits) AND fulfill one of five Graduation Pathways. Keystones make up two of those Pathways (Keystone Proficiency and Keystone Composite). CCA recommends all learners take the Keystone exams when appropriate. CCA also supports families as they consider choosing Pathways alternative to the Keystone exams. At CCA, many opportunities exist for our learners to graduate FUTURE READY.



## Early Graduation

Learners who are interested in completing all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the principal during the learner's sophomore or junior year for approval. The school counselor and school staff will review the learner's record to ensure that all graduation requirements have been met. If early graduation is approved, the principal will initiate the graduation process.

Early graduates will receive their diplomas at the end of the second semester when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities sponsored by CCA, but they must inform CCA of their desire to participate at the same time they request early graduation.

## Class Rank

CCA calculates class rank twice per year, after the conclusion of each semester. For the purposes of calculating the class rank, the learner's cumulative grade-point average (GPA) will be used, which may include weighted grades for Honors, Advanced Placement, or dual enrollment courses.

The cumulative GPA is calculated to the thousandth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. Class rank will not be included on the learner's official high school transcript. However, a student can request class rank from their school counselor.

## Transcripts and Educational Records

CCA School Counselors will provide educational records, including official high school transcripts, class rank, test scores and letters of recommendation, to third parties such as postsecondary institutions, scholarship committees and potential employers. However, CCA does require prior, written approval from the learner's parent(s)/legal guardian(s), or from the learner if the learner is 18 or older, or is an emancipated minor. To ensure that application deadlines are successfully met, please contact your School Counselor or the enrollment office at least ten (10) working days prior to your deadline for educational records and at least 30 days in advance for letters of recommendation.

## National Collegiate Athletic Association (NCAA) Eligibility

To be eligible for National College Athletic Association (NCAA) scholarships, learners must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Many of CCA's core and elective courses are NCAA-approved. Learners interested in NCAA scholarships should contact their School Counselor to determine an appropriate course schedule that will assist them in meeting the NCAA requirements. Learners should also visit the NCAA Eligibility Center for more information, using our school CEEB code (396082) to view all NCAA approved courses.

### What do I need in order to register with the NCAA Eligibility Center?

In order to register with the NCAA Eligibility Center, you'll need three things to start your account:

1. A valid email address. (Best practice is to use an email address that remains accessible after graduating from high school/secondary school.)
2. Your education history, from age 11 onward.
3. Your sports participation history, from age 14 onward.

To begin your account, visit [eligibilitycenter.org](http://eligibilitycenter.org), click on the "Register" arrow, then select the account option that's right for you. Best practice is to start with a free [Profile Page account](#) (Option 1), then [transition](#) that account to the [right Certification account](#) when needed.

Once you have selected the account type that's right for you, enter your email address, then click Send. This requests the Eligibility Center's system to send you an email with registration instructions, which will include a verification code and a link to the website. When you receive the email, click the link to be directed to a secure

CCA webpage that asks for the verification code included in the email. Once entered, you will be able to continue the registration process, including creating a password.

For further information, review our [Registration Checklist](#).

## **National Honor Society**

Learners in grades 10 through 12, who are in good academic standing, have attended CCA for at least one semester, and meet other eligibility requirements may be eligible to join the National Honor Society (NHS). Please contact your learner's School Counselor for more information.

## **National Junior Honor Society**

The National Junior Honor Society (NJHS) is open to learners who are in 7th through 9th grades. Learners who are in good academic standing, have attended CCA for at least one semester, and meet other eligibility requirements may be eligible to join the NJHS.

## **SCHOOL SAFETY**

takes learner safety and well-being seriously and believes that all learners should have a safe and comfortable environment in which to learn. Learners, Caretakers, and Learning Coaches are asked to communicate and collaborate with CCA to address concerns related to safety. It is critical that the safety of our learners be everyone's concern.

All CCA staff members are required to annually complete courses related to internet safety and learners in distress.

## **Safe2Say Something**

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals from individuals who may be a threat to themselves or others and to "say something" before it is too late.

Students are encouraged to report tips anonymously to 1-844-Safe2Say (723-2729) or Online at <https://www.safe2saypa.org/>.

## **Child Abuse**

Pennsylvania's Child Protective Services Law requires all CCA employees and those acting on behalf of CCA to report any instance of suspected child abuse. CCA staff members must, by law, notify the ChildLine and Abuse Registry whenever they are concerned about a learner's safety. It is not the school's responsibility to determine or investigate prior to reporting.

The Board Policies on Child Abuse Recognition and Reporting and Reporting Employee/Educator Misconduct can be found on CCA's website.

## **Internet Safety**

The majority of the academic content used by CCA is available within edio and should not require the learner to leave the secure site. However, if a Learning Coach or learner is uncomfortable with any linked sites, they should contact their learner's teacher to discuss alternatives. *See Appendix E for CCA's Acceptable Use Policy.*

## **Webmail and Chat**

CCA offers an internal email system called webmail and a direct messaging feature called chat to allow for secure communications with teachers, administrators, learners and Learning Coaches. Webmail, chat messages, and text messages are not guaranteed to be private and may be monitored.

## **Bullying/Cyberbullying**

CCA is committed to providing a safe, productive, and nurturing educational environment for all learners and encourages the promotion of positive interpersonal relations among members of the school community. Bullying is when a learner repeatedly engages in negative actions against another learner in an attempt to exercise control over him or her. Bullying creates an atmosphere of fear and intimidation, and it detracts from the safe environment needed for learning to occur. Bullying and cyberbullying include an intentional electronic, written, verbal, or physical act or series of acts directed at another person that is persistent, severe, or pervasive and interferes with a learner's education or creates a threatening environment. Learners or Caretakers should report any instance of bullying or cyberbullying to their principal or any other school personnel. Any report will be promptly reviewed and investigated, and appropriate action will be taken.

It is the responsibility of each learner to respect the rights of teachers, learners, administrators, and all others who are involved in the educational process. Bullying, hazing, and other harmful treatment of others will be subject to disciplinary action. Learners should use proper language, without obscenities, while attending and participating in school courses and functions. Any violation of these policies will result in learner discipline. Please see the school's Bullying Policy at <https://ccaeducate.me/about-cca/policies/>.

## **Weapons Policy**

Weapons, replicas of weapons, and other dangerous instruments (as defined by state law or school policy) are forbidden in Family Service Centers, on school property, and at school-sanctioned events, regardless of location. Weapons shall include, but are not limited to, any loaded or unloaded firearm, any kind of explosive device, any kind of knife, or any other tool, instrument or substance fashioned with the intent to sell or use to harm, threaten or harass learners, staff members, parents or any other visitor or guest of the school.

This policy applies to all learners, Caretakers, Learning Coaches and other adults visiting a family service center, or attending a school-sanctioned event. Any learner found in possession of a weapon, regardless of intent, shall be reported to their Caretakers and the police. The learner will be placed on suspension and presented to the Board for a formal hearing in accordance with the discipline policy.

In general, a learner found in possession of a weapon may be expelled from CCA for a period of not less than one year. The board may modify the expulsion period on a case-by-case basis at the recommendation of the President and CEO.

Anyone in possession of a weapon will be asked to remove the weapon from the premises. CCA reserves the right to exclude caretakers, Learning Coaches, or other individuals from CCA property, or school-sanctioned events, if CCA administration believes the safety of students, staff or other individuals may be compromised.

## **Drug and Alcohol Policy**

Drugs and alcohol are prohibited at all school-sanctioned events and in all CCA-owned and-leased buildings. Any violation of these policies will result in learner discipline. The most meaningful approaches to drug and alcohol abuse involve cooperative efforts on the part of learners, parents, CCA, and community agencies. CCA recognizes the need to manage and treat the problem of drug and alcohol abuse and has instituted a Student Assistance Program (SAP) that is available to refer learners for the appropriate help.

Anyone in possession of drugs or alcohol will be asked to remove the drugs or alcohol from the premises. CCA reserves the right to exclude caretakers, Learning Coaches, or other individuals from CCA property, or school-sanctioned events, if CCA administration believes the safety of students, staff or other individuals may be compromised.

## Learner Discipline and Due Process

All learners enrolled in CCA are expected to conduct themselves in accordance with the rules of the school and parents are expected to cooperate with the school staff in helping learners maintain this conduct. Learner codes of conduct are set forth in this handbook. Learners are also guaranteed due process of law. In a case involving a possible expulsion, the learner is entitled to a formal hearing. See Appendix H for the Discipline and Due Process Policy.

## TECHNICAL SERVICES

### Use of Equipment

All educational materials provided to learners are leased and purchased with Pennsylvania taxpayer money. Hardware, software, and some textbooks and materials should be treated as though they are on loan and returned to the school in generally the same condition they were provided.

All equipment provided by CCA is to be used for school purposes only, although limited access to personal email using a personal email account is permitted. Software not provided by CCA may be installed only if authorized by CCA or CCA's Technical Support.

CCA may use location software to locate missing laptops, verify student residence, or determine the physical location of a student should that be requested by law enforcement.

### Technical Support

Because CCA is a school using extensive technology to provide an education, you may experience occasional technical issues. CCA makes every effort to minimize technology disruptions to our learning platform and process. If you have a problem with your computer, printer or software, call 1-833-204-2221 or send an email to [CCATech@ccaeduate.me](mailto:CCATech@ccaeduate.me)

Commonwealth Charter Academy families will receive:

- One laptop computer, per learner
- One voucher for an all-in-one printer, per household
- One voucher for a monitor, per learner
- Instructional Technology Subsidy (ITS) reimbursement, per household
- The ITS reimbursement is paid to assist with the cost of printer supplies, home internet, etc.
- To be eligible for ITS reimbursements, learners must:
  1. Be in good academic standing and have satisfactory attendance,
  2. Have no technology holds (including, but not limited to, unreturned equipment, hotspots, etc.),
  3. Be enrolled on the cutoff date,
  4. Have a current and correct address on file with the school, and
  5. Have no financial obligations to the school.

Upon resolution of any of the above situations, ITS reimbursements will resume, but will not be retroactive.

### Instructional Technology Subsidy (ITS)

ITS reimbursements will be sent according to the schedule below. ITS checks are valid for 90 days. Checks not cashed will be deemed as a forfeiture of the reimbursement. Replacement checks for unusual circumstances will be considered for up to one year from the original issuance date. The ITS Payment is a reimbursement intended to assist you with out-of-pocket technology and instructional costs.

ITS payments are sent to families based on the following schedule:

- December for the months of September, October, and November;
- March for the months of December, January, and February; and
- June for the months of March, April, and May.



For a family to be eligible for an ITS payment, students must meet the following requirements:

- Be in good academic standing and have satisfactory attendance;
- Have no technology holds (unreturned equipment, etc.);
- Have a current and correct address on file with CCA;
- Have no financial obligations to the school; and
- Have not been issued a CCA-provided hotspot for internet access.

## **DAMAGE TO SCHOOL-OWNED EQUIPMENT/COMPUTERS**

### **Accidental Damage to Equipment**

When equipment and/or software is accidentally damaged but is caused by user negligence or carelessness, CCA will repair/replace the equipment at no charge for the first accident. If a second accident occurs, the Caretaker may be invoiced up to \$100.

For all subsequent accidental equipment damage, CCA may invoice the Caretaker for the full cost of the repair or replacement, plus the cost of shipping.

### **Non-Accidental Damage to Equipment**

When damage to the equipment and/or software is not accidental, Caretakers may be invoiced for the full cost of the repair or replacement, plus shipping. If subsequent equipment and/or software is damaged, Caretakers may be required to pay the complete cost of a replacement prior to shipping. CCA reserves the right to limit the number of laptops provided annually.

### **Loss or Theft of Equipment**

On the first occurrence when there has been a loss or theft of CCA equipment, Caretakers will be responsible for the maximum replacement charge, plus the cost of shipping, unless the Caretaker provides the following information to CCA:

- A copy of a filed police, fire or insurance loss report, and
- Documentation from the insurance carrier confirming that no reimbursement is available under the policy, or
- A notarized letter from the Caretaker indicating that they are not insured

If this documentation is not provided, or if there are subsequent incidents of loss or theft, Caretakers will be responsible for the full replacement cost of the equipment and software. *See Appendix E for the Acceptable Use Policy* for more information about damaged, lost or stolen materials.

## **SERVICES FOR CCA LEARNERS**

CCA provides a full array of services to our learners to help them actively participate in our school.

### **Counseling and Learner Support Services**

Counseling and learner support services are responsible for the development of academic skills, social skills, personal growth and career planning. Academic skills development begins at the time of course placement; the overall child's information is considered when placing the learner into courses. Academic documentation is reviewed and verified by the school counselor to decide the most appropriate placement for each learner. School counselors work closely with parents and learners to make sure placement is appropriate and any needs are quickly addressed.

School counselors offer support to learners with academic course planning, college/career planning, information on standardized tests (PSAT, SAT, ACT, AP) and scholarship advice. Our school counselors also provide general support and guidance to learners based on individual needs and situations using peer support groups, learner growth and support groups, and individual meetings with learners.

Learners, Learning Coaches, and school counselors work together to ensure that learners are staying on track and making progress. School counselors monitor at-risk learners, stay in regular contact with and connect learners to



services in their local areas if the need arises. At-risk learners include those dealing with a situation that may be causing stress and interrupting the academic performance of a learner.

Learners and their parents are encouraged to seek help for any school-related concerns by contacting their assigned school counselor.

## **Career Readiness**

CCA's Career Readiness Program is specifically designed for learners in the unique setting of CCA. Teachers conduct Live Classroom Sessions designed around exploring career opportunities and the training/educational requirements (vocational, 2-year college, 4-year college, military, etc.) needed for transitioning into adulthood and setting goals for the future. The curriculum is focused on career planning for grades 6-12, and it addresses topics ranging from interest inventories to mock job interviews. The purpose of this program is to assist CCA learners as they explore options for potential careers that are based on their interests, skills and values. By exploring options during their high school years, learners can better prepare themselves for their future, through hands-on experiences, coursework, level of difficulty for coursework, etc.

## **Student Response Team (SRT) and Student Assistance Program (SAP)**

The purpose of the CCA Student Response Team and Student Assistance Program is to identify, intervene, refer and monitor learners experiencing school-related problems because of alcohol, drugs, mental health issues and/or other non-academic barriers to learning. The primary goal of these programs are to identify and refer learners in need of support. SRT and SAP are not a treatment programs. These teams are comprised of CCA school social workers, administrators, school counselors, school nurses, and outside consultants who accepts referrals from caretakers, learning coaches, learners, teachers, administrators and other concerned school personnel.

Referrals are made by learners and families by sending detailed communication to any teacher, counselor, or administrator. After receiving a referral, team members gather information from other staff members and convene an informal team meeting to determine the status of the referral. Caretakers are then contacted and asked to provide written consent before SAP services are initiated, and if consent is given, they will be asked to provide similar information on the learner.

Participation in both SRT and SAP can be declined at any time by the family - these programs are voluntary and confidential. Recommended supports could be a conference with a school social worker, check-ins with school counselors, or a request for an assessment provided by a trained specialist from a drug and alcohol or mental health agency. These specialists work with the team members to recommend appropriate action for that individual learner. The team monitors and provides support for the learner throughout the process.

If a family or learner would like to be put in contact with someone on the social work team, they should reach out to their school counselor, teachers, or assistant principal to have a referral sent to the Student Response Team (SRT) with a note that they would like a social worker and the reason for the referral.

## **McKinney-Vento Act - Education Rights of Children and Youth Experiencing Homelessness**

Parents or learners should notify CCA by email at [McKinneyvento@ccaeducate.me](mailto:McKinneyvento@ccaeducate.me) if the family or unaccompanied youth is lacking a fixed, regular and adequate nighttime residence. CCA is committed to eliminating barriers for these families and unaccompanied youth. to enroll with CCA and to assist them with internet connectivity and educational opportunities.

## **Who is Considered Homeless and Therefore Protected under the McKinney-Vento Act?**

Children and youth that have been displaced from their homes and are living in a place that is not fixed, regular and adequate, such as:

- Sharing the housing of others due to loss of housing, economic hardship, or similar reason
- In a place not designated as regular sleeping accommodation, such as vehicle, park, hotel, or campground
- In a homeless or domestic violence shelter or transitional housing placement
- Outside of their home as an unaccompanied youth
- In any of the situations listed above as the child of a migrant family

## **Family Educational Rights and Privacy Act (FERPA)**

Parents, guardians and adult learners have the right to inspect, review, correct and/or amend their learner's educational records. They also have the right to consent to the disclosure of personally identifiable information in their learner's education records, and to file a complaint with the Department of Education concerning alleged failure by the school to comply with the requirements of FERPA.

CCA may provide a learner's educational record to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to a learner's new school upon request and the provision of educational records to school officials who possess a "legitimate educational interest" in the learner's records. See Appendix C for more detailed information regarding rights under FERPA.

## **Protection of Pupil Rights Amendment (PPRA)**

The Protection of Pupil Rights Amendment (PPRA) gives parents and learners who are 18 or older or emancipated minors (eligible learners) certain rights regarding the school's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams. See Appendix D for more detailed information on PPRA.

## **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**

### **Child Find and Identification Activities**

Every public-school entity in Pennsylvania must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of a child's disability. This notice is to help find these children, to aid parents, and to describe the parent's rights regarding confidentiality of information that will be obtained during the process. Refer to Appendix I: Annual Notice of Special Education Services and Programs for Protected Handicapped Students.

### **Child Find**

Child Find refers to activities undertaken by CCA to identify, locate and evaluate children who are suspected of having disabilities, regardless of the severity of their disability, and determine their need for special education and related services. The purpose is to locate these children so that a free appropriate public education (FAPE) can be made available.

The types of disabilities that, if found, may cause a child to need services include autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech language impairment, traumatic brain injury and visual impairment, including blindness.

### **Identification Activities**

Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. These activities are sometimes called screening activities.

The activities include reviewing of group data, reviewing hearing and vision screening information, assessment of learner's academic functioning, observation of the learner displaying difficulties and determining the learner's response to attempted interventions. Input from parents is also an information source of identification. After a child is identified as a suspected child with a disability, the learner is evaluated, but not before parents give written permission for their child to be evaluated. Regardless of screening activities, parents who think their child is a child with a disability may request in writing, once per school year, that an evaluation be conducted to determine if the child is eligible to receive special education services. Written requests should be sent to the principal or the special education regional director.

## **Individuals with Disabilities Education Act (IDEA) Eligible Students**

CCA welcomes the opportunity to educate learners with disabilities in the cyber environment. CCA provides a continuum of special education services to children with identified disabilities under IDEA and who need special education services and related services. Learners must meet eligibility requirements under IDEA in one or more disability categories. Services designed to meet the needs of the learner with a disability include the development of an at least annual individualized education program (IEP), triennial or biennial multidisciplinary re-evaluation, and the provision of instructional accommodations and modifications as outlined in the IEP. The extent and location of the services for a learner are determined by an IEP team and based upon the learner's identified needs and abilities, current data, chronological age, and the level of intensity of the intervention specified. Related services necessary for the child to benefit from the program are provided as identified in the IEP.

## **During the Enrollment Process**

At the time of enrollment, parents are requested to indicate if their learner has been identified as a learner with a disability who needs special education services. Parents are asked to submit a copy of the learner's most recent individualized education plan (IEP), evaluation report and Notice of Recommended Educational Placement (NOREP). All documents are reviewed by the special education administrators, who will call every learner and their family who enrolls with CCA already having an IEP in place. The purpose of this call will be to discuss comparable services and to explain the process of adopting the previous school's special education paperwork. The learner's annual review date is noted, and once enrollment is complete, the team begins to schedule IEP meetings.

## **During the School Year**

Being educated in a cyber environment is different than education in a more traditional school. CCA has found that IEPs often need to be revised to more effectively describe the specially designed instruction and related services that a learner needs in this environment. The special education team ensures that teachers have access to the learner's IEP and can implement the identified accommodations and adaptations included. The Learning Coach plays a significant role in the success of learners with IEPs. Learning Coaches must assist with supporting the learner in the participation and completion of schoolwork. Special education and general education work collaboratively to support and provide guidance to the Learning Coach.

## **IEP Meetings**

The special education team, in conjunction with general education teachers and administrators, conducts at least an annual IEP meeting for each eligible learner. Families are critical members of the IEP team, and CCA works to find mutually agreeable meeting times. Families are encouraged to provide input to the IEP. IEP meetings are conducted via ZOOM.

## **Related Services**

Per the learner's IEP and based on current data, some learners need related services to benefit from education. Because CCA is a cyber school, the first preference for the provision of related services is to provide them virtually. If this is not feasible due to the learner's needs or the type of related service, CCA maintains contracts with providers throughout Pennsylvania for in-person services. In either case, the IEP team ensures the services are provided in compliance with the IEP.

## **New Referrals**

If a learner is struggling in school, teachers will first work with the Learning Coach to implement a series of program modifications that may include attendance in Live Classrooms and Guided Instruction and participation in more intensive instruction. If these documented strategies fail, the learner will be referred to the Student Support Team (SST). SST will meet, review the learner's progress and data, and make additional recommendations for educational and intervention programming. If the learner fails to respond to these interventions, the team will refer the learner to the special education team. Once the team receives the referral, the process of determining if the learner has a disability and needs special education will begin. Identification of any learner requires a multidisciplinary team evaluation, which includes parental participation and written permission. At any time in the process, parents may formally request that CCA evaluate the learner for a suspected disability.

## Surrogate Parents

A surrogate parent is a person designated to assume responsibility in matters relating to the identification, evaluation, and educational placement of learners for whom no parent or guardian can be identified, or their whereabouts are unknown or the child is a ward of the state. Surrogate parents are volunteers who are trained by Capital Area Intermediate Unit staff to serve in this capacity. To qualify as a surrogate parent, you must meet all of the following qualifications:

- Be a volunteer
- Be a person of good character
- Be at least 18 years old
- Not be an employee of any agency involved in the education or care of the child
- Possess reasonable abilities to make decisions concerning a learner's educational needs
- Be committed to becoming acquainted with the learner's educational needs and with Pennsylvania's educational system

Surrogate Parent duties include becoming familiar with special education regulations, being involved in IEP processes, and receiving notifications regarding evaluation and/or educational placement of the student. If you or someone you know has an interest in serving as a Surrogate Parent, please contact your local Intermediate Unit, by visiting <https://paiu.org/Find-an-IU>, or Rebecca Orsinger, Director of Special Education Operations at [rorsinger@ccaeducate.me](mailto:rorsinger@ccaeducate.me).

## Qualified Learner with a Disability – Section 504 of the Rehabilitation Act of 1973

A qualified learner with a disability is a school-age learner with a physical or mental disability that substantially limits or prohibits participation in or access to any aspect of the school program. In compliance with state and federal law, CCA will provide to each qualified learner with a disability without discrimination or cost to the learner or family, those related aids, services, or accommodations that are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities appropriate to the learner's abilities. Examples of related services include psychological counseling, speech therapy, occupational therapy, and physical therapy. To qualify as a protected handicapped student, the child must be of school age, with a physical or mental disability that substantially limits or prohibits participation in or access to any aspect of the school program.

CCA or the parent may initiate an evaluation if they believe a learner is a qualified learner with a disability and is in need of a 504 Plan. For further information on the evaluation procedures and provision of services to qualified learner with a disability, parents should contact the principal, guidance counselor, or the 504 coordinator.

## PARENT AND COMMUNITY SUPPORT

### Family Services

CCA provides a team of Family Involvement Coordinators (FICs) and Family Mentors (FMs) across the school's six (6) regions and thirty-nine (39) territories. The FICs serve families by planning over 700 social and educational field trips throughout the state each year. All educational field trips are aligned with the scope and sequence of CCA's curriculum which are aligned to the Pennsylvania State Standards. There are both in-person and virtual field trip opportunities. Families are welcome to attend field trips in any region of the state.

A Family Mentor is a seasoned Learning Coach with learners enrolled at CCA. Mentors are trained to support new and struggling Learning Coaches with the transition to cyber school and/or during times when more support is needed. Mentors are equipped to assist families with non-academic needs, including but not limited to, edio use and navigation, creating a schedule, establishing a workspace, strategies for managing multiple learners, and accessing resources. See Appendix E for a map of the Regions and Territories.

### Great Start Orientation Sessions

To prepare learners for online education, CCA provides Great Start Orientation Sessions online. These sessions for all newly enrolled learners and those re-enrolling after removal from active rolls due to non-attendance.

At the orientation program, learners will familiarize themselves with our relationship management system and Learning Coaches will learn more about their responsibilities. Family Involvement Coordinators and the family mentors will be available to welcome new families and answer questions. An on-demand Great Start Orientation Session is also available in the edio Help Center for ongoing reference.

### Community Class Reimbursement (CCR)

CCA may help offset the cost of local classes taken in the community, such as dance class, musical instrument lessons, gymnastics, etc. Parents may be eligible for reimbursement up to \$300 per year, per enrolled learner. To be eligible for reimbursement, learners must submit CCR forms, and supporting documentation and meet the eligibility requirements as outlined in CCR program documents and instructions. Visit the edio Help Center for forms and instructions.

### Learner Loyalty Program

CCA understands the value of participating in social and educational learning activities outside the classroom. In an effort to ensure everyone can participate in those field trips with an associated cost, CCA offers a learner loyalty program. The program assists families with the cost of CCA field trips by offsetting a portion of the field trip fee based on the number of consecutive enrollment years. Families will automatically receive the discount on field trip costs when registering for a paid field trip. For questions or more information about the learner loyalty program, visit the edio Help Center or email [familyservices@ccaeducate.me](mailto:familyservices@ccaeducate.me).

### School-Sanctioned Events

The regional FICs, in our field trip division, plan educational and social field trips weekly throughout the school year. These opportunities will be posted to the Community Section in edio. Prior to attending any event, Caretakers should complete the Blanket Waiver and Media Release form for each member of the household. This electronic form must only be completed once per school year and applies to all sanctioned events throughout the school year. If the adult supervising the learner at a sanctioned event is not the Caretaker, they must provide the family involvement coordinator or school event representative with a signed, written note from the Caretaker confirming that the designated adult has permission to supervise the learner at the sanctioned event.

Attendance at sanctioned events will be recorded by the FIC. Any schoolwork scheduled on an “event” day must be completed, although it does not have to be completed on the event day.

**Note: There may be additional fees charged to attend these activities, as permitted by state law.**

### Learners Driving to Sanctioned Events (and State Testing)

First and foremost, we highly recommend to parents/legal guardians that learners not be permitted to drive unaccompanied to state testing. Preferred options include having parents, legal guardians or designated adults drive and supervise learners, or having learners use public transportation.

**Note: Learners are not permitted to attend field trips without a legal guardian or designated adult.**

## MILITARY FAMILY SUPPORT

### Purple Star School (January 01, 2024 – December 31, 2026)

In January 2024, CCA achieved significant recognition by being designated as a Purple Star School by the Pennsylvania Department of Education. This prestigious acknowledgment highlights the CCA's exceptional commitment and support for military-connected students and their families. As part of our unwavering commitment to those who serve our nation, we are proud to offer a variety of support to active duty, retired/veteran, and inactive reserve families. At CCA, we're more than just an educational institution; we are a community that honors, supports, and empowers those who serve.



## Family Services

CCA Military Family Facebook Group: Connect with other military-connected families and receive support from our military-connected family mentors who understand the unique challenges of military life. To join: <https://www.facebook.com/groups/305487598703267>

## Field Trips

CCA will host numerous military themed field trips throughout the school year. More information about these trips will be emailed to military-connected families. View all field trips by visiting to the Community section of edio, under the field trip tab.

## Coffee Talk Sessions

Enjoy special Coffee Talk Sessions geared towards our military families. Information about these specific sessions will be emailed to our military-connected families.

## Purple Up Day

April is Month of the Military Child, and Purple Up Day is a cherished tradition at Commonwealth Charter Academy where we proudly honor the incredible strength and resilience of our military-connected students and their families. On this day, we wear the color purple as a symbol of unity and appreciation for the sacrifices they make every day. Stay tuned for more information about our Purple Up Day Celebration in April 2025.

# STUDENT SERVICES

## Military Liaisons

These compassionate professionals are here to provide tailored assistance, guidance, and a warm sense of belonging to our military families as they embark on their educational journeys with us. Our Family Military Liaisons understand the unique challenges and opportunities that military life brings. They are not just advocates but allies, ready to navigate the educational landscape with you, ensuring that every step of your child's education is seamless and empowering. Contact our military liaisons at: [militaryfamily@ccaeducate.me](mailto:militaryfamily@ccaeducate.me)

## Counseling

CCA proudly offers comprehensive counseling services tailored to the unique needs of military-connected students and their families. As a Purple Star School, we adhere to the Military Interstate Children Compact Coalition guidance, ensuring seamless transitions and support for students moving due to military deployments. Our dedicated counseling services encompass academic guidance, social-emotional support, and resources specifically designed to address the challenges faced by military families.

## Community Resources for Military Families

Visit our CCA website using the following link to access a robust resource bank for community resources. <https://ccaeducate.me/our-community/military-family-resources/>.

# APPENDIX A: COMMITMENT STATEMENTS

## SCHOOL-PARENT CONTRACT

Commonwealth Charter Academy and the parents of the learners participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA) (participating children), agree that this compact outlines how the parents/legal guardian, the entire school staff, and the learners will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

## School Responsibilities

Commonwealth Charter Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables



participating children (each individual learner) to meet the state's student academic achievement standards as follows:

- a. Use of the RMS system (edio and edioGo)
- b. Curriculum is aligned with Pennsylvania Core Standards
- c. Appropriately State-Certified Teachers
- d. One-on-One tutoring offered to learners
- e. Specialized classes for struggling learners or learners who need enrichment (AP classes are offered to students as desired)
- f. Guided and Live Classroom Sessions
- g. Evening Support Room
- h. Employment of Instructional Coaches
- i. Curriculum and materials provided to learners (each learner is offered a computer, printer, second monitor and most current textbooks on grade-appropriate level. Instructional Technology Subsidy (ITS) reimbursement, per household)
- j. Summer courses offered to learners if needed.
- k. School-sponsored educational, social, IDEA, and language immersion events
- l. Innovative Programs department to assist learners in determining career goals.
- m. Community Class Reimbursement program available to all enrolled learners

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Parents and teachers may discuss learner issues anytime via webmail, phone, chat, and face-to-face. Parents are also welcome to attend or view the learner guided and live classroom sessions.

3. Provide parents with frequent reports on their child's progress. Parents always have access to their learner's grade book and progress report. The learner's overall grade average is listed on the student and learning coach dashboard. Students are able to see if they are on track with their teacher.

4. Provide parents reasonable access to staff. School staff are available via webmail and phone. During office hours, they are available via face-to-face visits and live classroom sessions. Teachers are also available via the edio chat function. School staff participate in field trips and home visits, and evening support room sessions.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents may join their learners in guided and live classroom sessions, field trips, and other school events. Parents can have constant teacher contact via webmail, chat, and phone. All guided and live classroom sessions are recorded for families to view later.

6. Provide Parent and Learner Support. Specifically, the school will provide support as follows:

- a. Family Mentor Support (including Regional FMs, Coffee Talk FM Sessions, FM Facebook page and guides, FM Newsletters)
- b. Learning Coach Outreach Sessions
- c. Field Trips: Educational, Social, IDEA, Language Immersion
- d. Great Start Orientations
- e. Tutoring (Face-to-Face or live classroom session)
- f. Evening Support Room
- g. Teacher Office Hours
- h. School Counselors
- i. Student Assistance Program (SAP)
- j. Provide Rubrics for assigned lessons as required
- k. Teacher Lunch Bunch sessions
- l. Virtual Recess

- m. Teacher Communication
- n. Principal Updates
- o. School Nurse is available for families
- p. Translate as needed for other languages
- q. CCA Pregnant and Parenting Support Team (CCAPPS)
- r. Tech Support for families and staff
- s. Edio Features: Chat, Help Center & edioGO

## Caretaker/Learning Coach Responsibilities

I, as a parent (and Learning Coach), understand that I am partnering with CCA to educate my learner and I commit to support my child's learning in the following ways:

- Believe that my child is a unique learner and that they will learn on a daily basis. I will ensure that my child is attending school and demonstrating their best effort. I commit to assisting in the learning process but not to do my child's work. I commit to making sure that my learner follows through on assignments and expectations. I will help my child become a self-directed learner by encouraging him/her to do their best work.
- Stress to my child how important education is to their future
- Provide open, honest and frequent communication with the school by
  - o Logging in to the edio caretaker account on each approved school day
  - o Resolving any unexcused absences within 3 days (being aware of truancy requirements)
  - o Viewing my learner's gradebook weekly to check academic progress, communicating academic and learning concerns to teacher/s
  - o Checking webmail daily
  - o Making sure that schoolwork is completed in accordance with the edio schedule
  - o Being available to speak to school staff
  - o Monitoring computer usage. Laptops are to be used for schoolwork only
- Be an active participant in my child's schoolwork (Expect to assist younger learners with more hands-on learning.)
- Participate, as appropriate, in decisions relating to my children's education
- Promote positive use of my child's extracurricular time
- Encourage my child to be physically active
- Encourage my child to attend field trips and school events
- Promote a positive and encouraging attitude toward school
- Review assessments before submitting
- Motivate learners and foster a good relationship with teachers
- Create a designated learning space in my home
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school either received by my child or by mail and responding, within 48 hours to an administrator communication
- Serve, to the extent possible, on policy advisory groups
- Report address updates within 48 hours of change
- Update the contact information for the adult on record, and/or for the site in which the learner is participating in school.
- Provide an updated home address if we move.
- Call tech support within 2 school days if my child is experiencing technology issues (including power outages) that are impeding their participation in school.

## ADDITIONAL PROVISIONS LEARNER RESPONSIBILITIES

I, as a CCA student, understand the importance of learning and will share the responsibility to improve my academic achievement and achieve the State's high standards. I understand the importance of learning and will:

- Be an active, engaged learner and do my best work
- Be responsible for my own learning; understanding my goals, my strengths, and my areas of growth. I will work



- toward being a self-directed learner
- Partnering and fostering a good relationship with teachers
- Complete onboarding tasks within 3 days of enrollment (as a new learner) to demonstrate my commitment to learning.
- Use my CCA-issued laptop only for school activities
- Log in and complete school work on each approved school day and ask for help when needed
- Read at least 30 minutes every day outside of school time
- Communicate with school staff and maintain contact with teachers
- Respond to communication, within 48 hours
- Attend all guided and live classroom sessions as needed or required by school staff
- Watch the recording if unable to attend a guided or live classroom session
- Check webmail and notifications daily.
- Give my Caretakers and Learning Coaches (or the adult who is responsible for my welfare) all school-related notices and information
- Respect Caretakers and Learning Coaches, school staff, and other individuals involved in my learning process
- Foster a good relationship with teachers and classmates
- Be respectful of others while using the school website

## **APPENDIX B: COMMONWEALTH CHARTER ACADEMY HONOR CODE**

Commonwealth Charter Academy is dedicated to learner achievement at the highest level and expects academic honesty to be a core value for all its learners, parents, and staff. By making the choice to enroll in CCA, our learners and their parents/guardians have taken charge of their education and demonstrated a genuine desire to fulfill their academic potential.

Cheating, plagiarizing and other acts of academic dishonesty are directly counter to the principles of academic excellence. Academic dishonesty harms those learners who engage in such activities because they cheat themselves of the opportunity to fully learn from academic events and develop their own abilities and skills.

As a CCA learner, I know that academic honesty is critical to my own success, as well as to the mission of my school. I understand that my word is an expression of myself and my character. I respect the property of others. I set goals to achieve my best. I participate in school on a regular basis and complete assignments to the best of my ability. Together, CCA and I are working to prepare me for my future. I uphold not only the specifics in the CCA Code of Honor but the implied intent of the commitment toward excellence and honesty

I agree that I will...

- Fully understand plagiarism and will not use “lack of knowledge” as an excuse for engaging in plagiarism.
- Complete assessments only after I have studied the lessons leading up to that test or quiz.
- Never submit work of any kind that is not my own, nor ever give my work to other learners to submit as their own.
- Never share or post lesson content from edio quiz or test questions or answers on the internet or in other public spaces.
- Do not submit answers to edio quizzes or tests that you have found online.
- Never submit a forged document or signature to CCA or its teachers or administrators.
- Never plagiarize in written, oral or creative work.
- Never give or receive unauthorized assistance on assessments. I understand that all assessments are “Closed-book” and that my Learning Coach shall not help in determining answers on assessments.
- Adhere to all CCA Learner Conduct guidelines for proper use of the internet.
- Appropriately use all the CCA equipment and materials provided to me.
- Accept the consequences, including disciplinary action, of breaking this Honor Code.

## **APPENDIX C: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) Annual Notice**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of learner education records.

FERPA gives parents certain rights with respect to their child's education records. These rights transfer to the learner when the learner reaches the age of 18 or attends a school beyond the high school level. Learners to whom the rights have transferred are "eligible learners." These rights are:

1. Parents or eligible learners have the right to inspect and review the learner's education records maintained by the school within 45 days of the day the school receives a request for access. CCA is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible learners to review the records. CCA may charge a fee for copies.

Parents or eligible learners should submit a written request to CCA learner support team that identifies the record(s) they wish to inspect.

2. Parents or eligible learners have the right to request that a school amend records which they believe to be inaccurate, misleading, or otherwise in violation of the learner's privacy rights.

Parents or eligible learners should submit a written request to CCA School Support that clearly identifies the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record, the parent or eligible learner then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible learner has the right to place a statement with the record setting forth his or her view about the contested information.

3. Parents or eligible learners have the right to provide written consent before CCA discloses personally identifiable information (PII) from a learner's education record. However, FERPA allows CCA to disclose PII from a learner's education record, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest\*\*,
- Other schools to which a learner is transferring,
- Specified officials for audit or evaluation purposes,
- Appropriate parties in connection with financial aid to a learner,
- Organizations conducting certain studies for or on behalf of the school,
- Accrediting organizations,
- To comply with a judicial order or lawfully issued subpoena,
- Appropriate officials in cases of health and safety emergencies,
- State or local child welfare agency legally responsible for a child in foster care, and
- State and local authorities, within a juvenile justice system, pursuant to specific state law.

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible learner, schools must record the disclosure. Parents and eligible learners have a right to inspect and review the record of disclosures. Schools may also disclose, without consent, "directory information." CCA has designated the following information as directory information:

- Learner's Name
- Learner's Webmail Address
- Learner's City of Residence
- Learner's Phone Number
- Learner's Grade Level

If you do not want CCA to disclose directory information from your child's education records without your prior written consent, you must notify the school during the enrollment or Intent to Return period.

4. Parents or eligible learners have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

The Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

For additional information about student privacy or FERPA, you may call 855-249-3072 or visit <https://studentprivacy.ed.gov/>. Individuals who use TDD may use the Federal Relay Service.

\*\* A school official is a person employed by CCA as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the Board of Trustees; or an individual or company with whom CCA has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, CCA discloses education records without consent to officials of another school entity in which a learner seeks or intends to enroll.

## **APPENDIX D: PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and learners in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor learners are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
  1. Political affiliations;
  2. Mental and psychological problems potentially embarrassing to the learner and their family;
  3. Sex behavior and attitudes;
  4. Illegal, anti-social, self-incriminating and demeaning behavior;
  5. Critical appraisals of other individuals with whom respondents have close family relationships;
  6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians or ministers;
  7. Religious practices, affiliations, or beliefs of the learner or their family; or
  8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or learners who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice).

Individuals who use TDD may call the Federal Information Relay Service at 1-800-877- 8339. Or you may contact us at the following address:

Family Policy Compliance Office Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920

## **APPENDIX E: CCA ACCEPTABLE USE GUIDELINES**

All learners, parents, legal guardians, Learning Coaches and employees are expected to be familiar with and follow the expectations and requirements of the CCA Acceptable Use Policy. The purpose of this policy is to ensure that individuals are aware of their responsibilities regarding the internet, related technology and equipment. This policy helps ensure the safety and privacy of current and former learners, parents and employees. This policy applies to all users and outlines the basic rules and requirements with which all users are required to comply when using technology. The users as well as the parents or legal guardians of minor users will be responsible for compliance with this policy.

### **Purpose and Authority**

The Board of Trustees (Board) of Commonwealth Charter Academy (CCA) provides employees, learners, parents/guardians, and guests with access to CCA technology resources to facilitate teaching and learning, aid in research and collaboration, foster the educational mission of CCA, and carry out the legitimate business and operation of CCA. The Board expects all employees, learners, parents/guardians, and guests to be familiar with and comply with the rules, responsibilities, and requirements for access to and use of CCA's technology resources as set forth in this policy. All employees, learners, parents/guardians, and guests shall be responsible for the appropriate and lawful use of CCA's technology resources. The Board directs the CEO or designee to develop the administrative guidelines or regulations required to implement this policy.

### **Definitions**

Unless the context clearly indicates otherwise, the following terms used in this policy shall have the following meanings:

#### **CCA technology resources**

All technology owned, operated, and/or licensed by CCA, including, the relationship management system, computers, laptops, tablets, electronic accessories, screens, projectors, televisions, video and sound systems, mobile devices, calculators, scanners, printers, cameras, portable hard drives, hardware, software, accounts, routers, mobile hotspots, telecommunications systems, and networks, including the Internet.

#### **User**

Any employee, learner, parent/guardian, learning coach, contractor, or visitor who uses CCA's technology resources.

#### **Guidelines**

The CEO shall be responsible for CCA's technology resources and for disseminating and enforcing this policy and any accompanying guidelines or regulations. The CEO or designee shall designate the individuals with administrative rights to any CCA technology resources.

#### **Use of CCA Technology Resources**

CCA technology resources shall be used only for appropriate school-related educational and operational purposes and for the performance of job duties consistent with the educational mission of CCA. All use for any purpose must comply with this policy, CCA's Learner and Employee Handbooks, and all other applicable codes of conduct, policies, procedures, and rules and must not cause damage to CCA's technology resources. Access to and use of CCA technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all policies and guidelines governing use of CCA's technology resources. Only users who have agreed to abide by the terms of this policy may utilize CCA's technology resources. Unauthorized use, utilizing another user's CCA account, or exceeding one's authorization to use CCA technology resources is prohibited. Nothing in this policy, however, shall prevent a parent/guardian or designated learning coach from assisting, physically monitoring, or supervising a learner's use of CCA's technology resources.

#### **Use of Personal Electronic Devices**

The use of personal electronic devices on CCA's network is permitted only on the designated "Guest" network.

When a user connects a personal electronic device to a CCA network or to any CCA technology resources, this policy and any accompanying guidelines apply. Users who connect a personal electronic device to a CCA network explicitly waive any expectation of privacy in the content exchanged over CCA technology resources.

## **User Account, Password, and Security**

Users of CCA's technology resources may be required to use a unique username and password and multifactor authentication, where applicable, for access. Users are solely responsible for maintaining the confidentiality of their usernames and passwords. Furthermore, users are solely responsible for all activities that occur under their accounts. Users must notify CCA immediately of any unauthorized use of their accounts or any other breach of security. CCA shall not be liable for any loss that a user may incur as a result of someone else using their password or account either with or without the user's knowledge.

## **Use of the Internet**

Use of the Internet is required to access CCA's educational programming. All systems used by CCA are secure, and every effort is made to ensure the quality and safety of content. CCA strongly encourages parents/guardians and learning coaches to monitor their minor learner's use of the Internet. In accordance with the Children's Internet Protection Act (CIPA), CCA uses content and message filters to prevent users from accessing material through CCA technology resources that has been determined to be obscene, offensive, pornographic, harmful to minors, or otherwise inconsistent with CCA's educational mission. Learners shall be given age-appropriate instruction about online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness. CCA may disable the blocking or filtering measures to enable access for bona fide research or other lawful purposes.

## **Privacy**

CCA reserves the right to monitor any user's utilization of CCA technology resources. Users have no expectation of privacy while using CCA technology resources whether on or off CCA property. CCA may monitor, inspect, copy, and review any and all usage of CCA technology resources including information transmitted and received via the Internet to ensure compliance with this and other CCA policies. All emails and messages, as well as any files stored on CCA technology resources, may be inspected at any time for any reason. CCA may decrypt and inspect encrypted Internet traffic and communications to ensure compliance with this policy and its guidelines.

## **Monitoring of School Computer Equipment**

CCA-issued computers are installed with software that permits remote support and computer use to be monitored or shut down remotely. Personal information is not collected or maintained by CCA in connection with such monitoring. CCA reserves the right to use location software to locate missing laptops, verify learner residency, and determine the physical location of a learner upon request by law enforcement.

## **Computer Software and Email**

Installation of any software, including malware (e.g., adware, spyware, and freeware), without specific permission from CCA is strictly prohibited and may result in charges for any required repairs and additional penalties for improper use. Users are not permitted to install any email program directly onto a CCA-issued computer.

## **Prohibitions**

Any use of CCA technology resources for the following purposes is strictly prohibited. By using technology resources provided by CCA, users agree that they will NOT:

1. Violate any state or federal law or encourage others to do so.
2. Violate any policy adopted by the Board.
3. Create, access, or distribute pornographic, obscene, sexually explicit material, or any material harmful to minors.

4. Use CCA-sponsored chats, live instruction, webmail, or other CCA-sponsored electronic means of communication to disseminate pornographic material, including hyperlinks to websites that disseminate pornographic materials.
5. Impersonate any person or entity (using their password or other means), including any employee or representative of CCA.
6. Copy or distribute content from the relationship management system without CCA's permission.
7. Solicit or collect information about the users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications.
8. Use the CCA-issued communication services in connection with surveys, contests, pyramid schemes, chain letters, junk email, spamming, or any duplicative or unsolicited messages (commercial or otherwise).
9. Upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property.
10. Solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent.
11. Create or distribute threatening or offensive material, including using offensive, vulgar, or obscene language, photos, videos, or other depictions.
12. Engage in any intentional act which might threaten the health, safety, or welfare of any person or persons.
13. Create or distribute racist, prejudiced, or discriminatory messages or pictures, including embedding within electronic communications hyperlinks to websites that disseminate such messages or materials.
14. Defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted webmail messages or email.
15. Reveal the user's or a minor's personal address, phone number, or similar information to others.
16. Violate any copyright, trademark, patent, trade secret, or other intellectual property laws, or otherwise use intellectual property of another individual without the owner's permission.
17. Commit plagiarism.
18. Use artificial intelligence applications, including but not limited to deepfake and shallowfake images and video, in an unethical or inciteful manner.
19. Trespass in another's folders, work, or files.
20. Promote commercial activities.
21. Gamble.
22. Advertise products or engage in political lobbying or campaigning.
23. Access a restricted system or change settings or access rights to a restricted system or account.
24. Use encryption software that has not been approved by CCA.
25. Install, load, or run software programs, applications, or utilities not explicitly authorized by CCA.
26. Attempt to interfere with or disrupt CCA technology systems, networks, services, or equipment including, but not limited to, the propagation of computer "viruses", "worms", "hacking", "phishing", "D-DOS" and/or other malicious attacks.
27. Physically harm CCA technology resources.
28. Scan CCA technology resources for security vulnerabilities.

## **Reporting Inappropriate or Unlawful Use of CCA Technology Resources**

Any employee, learner, parent/guardian, or learning coach shall immediately report any known violation of this policy to the appropriate principal.

## **Consequences for Inappropriate or Unlawful Use of CCA Technology Resources**

Any violation of this policy may result in one or more of the following consequences: usage restrictions, including termination of access privileges; loss of an instructional technology subsidy (ITS); payments for damages or repairs; disciplinary action; and/or appropriate legal action. Violations of law may result in criminal prosecution.

## **Limitation of Liability**

CCA shall not be responsible for unauthorized financial obligations incurred through the use of CCA's technology resources. CCA makes no warranties of any kind, whether express or implied, for the service it is providing through its various technology resources. CCA is not responsible, and will not be responsible, for any damages, including loss of data or the loss of personal property. Use of any information obtained through the CCA's technology resources is at the user's own risk. CCA shall not be responsible for the accuracy, age appropriateness, or usability of any information found on the Internet.

## **Distribution of Policy**

This policy is hereby incorporated by reference into CCA's Learner and Employee Handbooks and shall be posted on CCA's publicly accessible website.

## **APPENDIX F: DISCIPLINE AND DUE PROCESS**

All learners enrolled in Commonwealth Charter Academy are expected to conduct themselves in accordance with the rules of the school, and parents and learning coaches are expected to cooperate with the school staff in helping learners to maintain this conduct. Learner codes of conduct are set forth in this handbook. Learners are also guaranteed due process of law as required by the 14th Amendment to the U.S. Constitution.

### **Discipline Measures**

There are three levels of formal disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level and its corresponding disciplinary actions are identified below.

#### **Warning**

Learners who receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the learner's permanent record. The learner will not have a disruption in schooling and will continue to have access to CCA's relationship management system and programs.

Warnings are issued when a learner demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this policy.

#### **Suspension**

When a learner is suspended, access to CCA's relationship management system and programs are temporarily blocked and he/she is not permitted to attend school-sponsored programs or activities. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a learner's permanent record.

During a period of suspension as defined by the school principal, a learner's permission to use parts of CCA's relationship management system and programs is restricted. Learner access to webmail, the message boards and online clubs/activities may be revoked. In such cases where the learner's access is completely revoked, the Learning Coach is responsible for obtaining the learner's assignments, responding to webmail and recording assessment responses for the learner. The learner should continue with their schoolwork during a suspension.



Violations that may lead to suspension include but are not limited to the following breaches of conduct:

- **Cheating on tests or daily work:** A learner who knowingly participates in copying, using another's work and representing it as their own (for example, learners transmitting their work electronically for another learner's use), or who provides other learners with test answers, answer keys or otherwise uses unauthorized materials in an assignment or assessment situation.
- **Plagiarism:** A learner's use of another person's words, products or ideas without proper acknowledgement of the original work with the intention of passing it off as their own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the internet, and getting family or friends to help with coursework.
- **Abusive conduct:** A learner who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- **Bullying:** A learner who repeatedly engages in negative actions against another learner in an attempt to exercise control over him or her.
- **Harassment:** A learner who demonstrates verbal, written, graphic or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background or disability that is sufficiently severe, pervasive or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- **Vandalism:** A learner who intentionally damages or destroys school property or records (physical or electronic). In these instances, CCA reserves the right to contact the proper law enforcement agency(ies).
- **Theft and robbery:** A learner who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances, the school reserves the right to contact the proper law enforcement agency.
- **Sexual harassment:** A learner who subjects another to any unwelcome sexual advances, including verbal harassment, unwelcome or inappropriate touching or suggestions, requests or demands for sexual favors.
- **Violation of Acceptable Use Policy:** Learners who violate the Acceptable Use Policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- **False Information:** Intentionally providing false or inaccurate information or records to CCA or local authorities. Providing a false report of an emergency and/or CCA policy violation. Knowingly providing false statements or testimony during an investigation or CCA proceeding.
- Repeated violation of any disciplinary policies or codes of conduct.

## Expulsion

When a learner is expelled, the learner is separated from the school for an extended period, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a learner's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a learner is a serious threat to the safety of others: e.g., possession of firearms, dangerous weapons, bombs or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations and laws.



## Due Process for Learners

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

### **Suspension (no more than 10 days)**

An informal hearing will be convened with the learner, parent, school principal and other staff members as appropriate. At this hearing, the learner will be provided with all due process as required by law. The school principal will inform the learner and parent of the charges. If the learner does not admit to the charges, the learner will be provided an explanation of the evidence. The learner will be provided with an opportunity to present their version of the occurrence. If the school principal determines that the occurrence justifies suspension, written notice will be sent to the learner and parent.

### **Suspension of an additional 10 days, or an expulsion**

If a principal believes that a learner has committed an offense that might require expulsion, the principal may suspend the learner for more than ten (10) days, pending a hearing with the Board of Trustees. During this time, the principal will request a Board hearing to discuss the possible expulsion of the learner. The parent(s) will be notified of due process rights, including the right to appear at the Board hearing and to present the learner's side of the case. The parent(s) will be notified of the date, time, and place of the hearing at least five (5) days prior to the hearing.

## APPENDIX G: ANNUAL NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS AND SERVICES FOR PROTECTED HANDICAPPED STUDENTS

According to state and federal special education regulations, annual public notice to parents of children who reside within Pennsylvania is required regarding child find responsibilities. School districts (SDs), intermediate units (IUs) and charter schools (CSs) are required to conduct child find activities for children who may be eligible for services via Section 504 of the Rehabilitation Act of 1973. For additional information related to Section 504/Chapter 15 services, parents may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15.

This notice shall inform parents throughout the school district, intermediate unit and charter school of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to learners with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit and charter school shall publish written information in the handbook and on the website. Children ages 3 through 21 may be eligible for special education programs and services. If parents believe that their child may be eligible for special education, the parent should contact Michelle Orcutt, Vice-Provost of Special Education at [morcutt@ccaeducate.me](mailto:morcutt@ccaeducate.me).

Children aged 3 through the age of admission to first grade are also eligible if they have developmental delays and, as a result, need special education and related services. A child who is less than the age of beginners and at least 3 years old is considered to have a developmental delay when one of the following exists: (i) The child's score on a developmental assessment device, or an assessment instrument which yields a score in months indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas. (ii) The child is delayed in one or more of the developmental areas, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. If you think your preschool child (child ages 3-5) may need early intervention services, please contact the intermediate unit for your area.

Pennsylvania's 29 intermediate units were established in 1971 by the Pennsylvania General Assembly to operate as regional educational service agencies to provide cost-effective, management-efficient programs to Pennsylvania public schools. <https://paiu.org/Find-an-IU2/>

## Evaluation Process

Each school district, intermediate unit and charter school has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the school that your child attends. The telephone number and email address for the charter school can be found at the end of this notice. Parents of preschool-age children, ages 3 through 5, may request an evaluation in writing by addressing a letter to the appropriate staff member of the intermediate unit in which they reside.

## Consent

School entities cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer to the Procedural Safeguards Notice, which can be found on the PaTTAN website, [Pattan.net](http://Pattan.net). Once written parental consent is obtained, the school will proceed with the evaluation process. If the parent disagrees with the evaluation results, the parent can request an independent education evaluation at public expense.

## Program Development

Once the evaluation process is completed, a team of qualified professionals and parents determines whether the child is eligible. If the child is eligible, the individualized education program (IEP) team meets, develops the program and determines the educational placement. Once the IEP team develops the program and determines the educational placement, school district staff, intermediate unit staff and/or charter school staff will issue a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN). Your written consent is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

## Confidentiality of Information

The school districts, intermediate units, and charter schools maintain records concerning all children enrolled in the school, including learners with disabilities. All records are maintained in the strictest confidentiality. Your consent, or consent of an eligible child who has reached the age of majority under state law, must be obtained before personally identifiable information is released, except as permitted under the Family Education Rights and Privacy Act (FERPA). The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

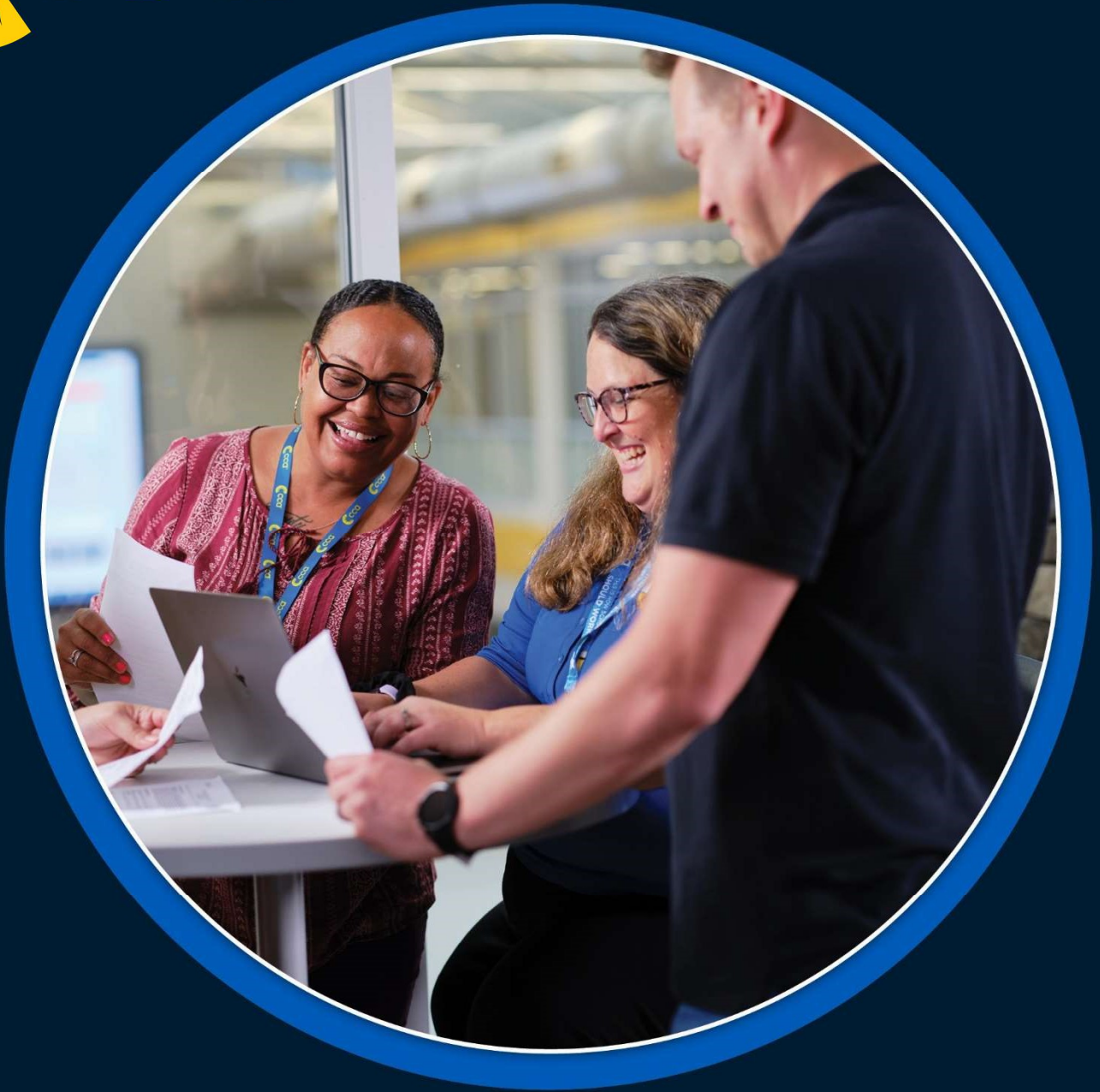
For additional information related to student records, parents can refer to the Family Education Rights and Privacy Act (FERPA).

This notice is only a summary of the Special Education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled and their parents. For more information or to request evaluation or screening of a public or private school child, email the Director of Special Education. For preschool-age children, information may be obtained, and screenings and evaluations may be requested by contacting the intermediate unit.

The school entity or charter school will not discriminate in employment, educational programs or activities based on race, color, national origin, age, sex, handicap, creed, marital status or because a person is a disabled veteran or a veteran of the Vietnam era. No preschool, elementary or secondary school pupil enrolled in a school district, intermediate unit or charter school program shall be denied equal opportunity to participate in age and program appropriate instruction or activities due to race, color, handicap, creed, national origin, marital status or financial hardship.



**HOW SCHOOL SHOULD WORK**



# **Employee Handbook**

**Version 6.0**  
**Revised: 7.1.2024**

## **CCA FAMILY SERVICE CENTERS**

### **Capital Campus Administrative Office and Family Service Center**

One Innovation Way  
Harrisburg, PA 17110  
Phone: 717-710-3300  
Fax: 717-236-2309

### **Allentown Family Service Center**

1501 Lehigh Street, Suite 103  
Allentown, PA 18103  
Phone: 484-656-7741  
Fax: 484-656-7769

### **Cranberry Family Service Center**

3104 Unionville Road  
Cranberry Township, PA 16066

### **Erie Family Service Center** 246

West 9<sup>th</sup> Street  
Erie, PA 16501

### **Johnstown Family Service Center**

647 Main Street, Suite 201  
Johnstown, PA 15901  
Phone: 814-619-4761  
Fax: 814-254-4419

### **Lehigh and Mahoning Valley Area - Andreas Family Service Center**

195 Cold Spring Road  
Andreas, PA 18211  
Phone: 570-818-2200  
Fax: 570-386-4149

### **Malvern Family Service Center** 70

Valley Stream Parkway  
Malvern PA 19355

### **Norristown Family Service Center**

1000 Sandy Hill Road  
Norristown, PA 19401  
Phone: 484-685-5420  
Fax: 484-370-8195

### **Pittsburgh Area - Seven Fields Family Service Center**

2100 Garden Drive, Suite 201  
Seven Fields, PA 16046-7870

### **Pittsburgh Area – Waterfront Family Service Center**

162 East Bridge Street  
Homestead, PA 15120  
Phone: 412-530-1340  
Fax: 412-205-3816

### **Scranton Area - Dickson City Family Service Center**

529 Scranton Cardresdale Hwy  
Dickson City, PA 18508  
Phone: 570-483-2830  
Fax: 570-496-4349

### **State College Family Service Center – coming soon**

2210 High Tech Road  
State College, PA 16823

### **Wilkes-Barre Family Service Center**

264 Highland Park Boulevard  
Wilkes-Barre, PA 18702  
Phone: 570-820-4210  
Fax: 570-820-6215

### **Williamsport Family Service Center**

1020 Commerce Park Drive, Suite 7B  
Williamsport, PA 17701  
Phone: 570-323-1182  
Fax: 570-601-5003

### **Wyomissing Family Service Center – coming soon**

1015 Penn Avenue  
Wyomissing, PA 19610

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# INTRODUCTION

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Commonwealth Charter Academy (CCA) is a public school, organized under the Pennsylvania Charter School Law via a charter issued by the Pennsylvania Department of Education. CCA is a provider of high-quality, highly accountable virtual schooling for learners in grades K-12. CCA gives learners the flexibility to learn at home with a curriculum that meets rigorous State education standards.

**Mission:** To deliver a personalized learning experience that engages the entire family and prepares learners to succeed in school and in life.

**Vision:** Transforming today's learners into tomorrow's leaders, one learner at a time.

## **Our Values:**

1. **Serving Families-** CCA is a family service organization with deep expertise in education.
2. **Personalized Learning Approach-** With a personalized family service approach, CCA learners thrive and are better prepared for success after graduation.
3. **Flexibility-** Learners can structure a curriculum that sparks a passion for knowledge and growth.
4. **Quality-** CCA's curriculum is always evolving and growing. The latest developments and best practices in education are monitored and incorporated into lessons.
5. **Achievement-** Through CCA's family service model, learners should enjoy success in school, land great jobs in their field of choice and give back to the communities in which they live, work, and play.

**Our Employees:** We believe that CCA employees are what make our school special. We are a family-service organization with an expertise in education that employs highly qualified, Pennsylvania-certified teachers to support our unique virtual model of building learning relationships. We look for people who are committed to going above and beyond to serve our learners and families to ensure they receive the attention, assistance, and support they deserve. Our goal is to attract and retain employees who are passionate and purposeful in carrying out our mission, vision, and values.

## **Purpose of the Employee Handbook**

The information in this handbook has been prepared to address important employment provisions, policies, and procedures of Commonwealth Charter Academy. It applies to all new and existing employees. This version of the handbook supersedes previous versions. Any references in this handbook to "we", "School", and "CCA" are intended to mean Commonwealth Charter Academy School Leadership and/or Board. Throughout this handbook, references are made to groupings or individual job titles such as: Teachers, Educators (certificated professionals), Administrators, Supervisors, Directors, Staff or Employees. The purpose of these grouped or individual designations is to apply the content information in a meaningful way. If clarification of these references in a particular section of the handbook is necessary, please consult with the Human Resources Department.



CCA reserves the right to add, implement, modify, interpret, suspend, or rescind any policy or procedure, at any time and without prior notice. Employees will customarily be notified of important changes in policies, procedures, and practices, but all employees should make every effort to stay current on their own initiative. Federal, State, or local laws prevail in the event there is a conflict with the content of this handbook. CCA reserves the right to respond to each situation in a fair manner that best serves the interests of the School. CCA's interpretation or construction of any provision in this handbook will be controlling. The most current approved version of this handbook will supersede earlier versions. The most current version of the employee handbook will be available electronically on the CCA Employee Portal or by contacting CCA's Human Resources Department. Any employee who has specific questions about the interpretation or application of a particular provision should consult with CCA's Human Resources Department.

Employees are also responsible to be familiar with and follow the policies adopted by the Commonwealth Charter Academy Board of Trustees and any accompanying administrative guidelines. Employees who violate the School policies and procedures set forth in this handbook may be subject to disciplinary action, up to and including termination. New employees will be required to acknowledge that they have read and understand the handbook's contents. The School reserves the right to request staff acknowledgement of handbook and/or other School policies periodically.

### **At-Will Employment**

No policy or provision in this handbook is intended to create an express or implied contract binding the employee or the employer, nor is it an agreement of employment for a specified period of time. Employment with CCA is legally categorized as being "at-will," and can be terminated by either the employee or the employer at any time, for any reason, with or without prior notice. No representative or agent of the employer, other than the Chair of the Commonwealth Charter Academy Board of Trustees, can authorize or sign an employment agreement contrary to the above terms and to otherwise make any binding offer of employment for a specific term.

### **Equal Employment Opportunity Statement**

CCA will maintain an educational and work climate free from discrimination based on race; color; religious creed; religion; ancestry; age; sex; national origin; non-job-related handicap or disability; use of a guide or support animal because of blindness, deafness or physical handicap; marital status, sexual orientation, gender identity; genetic information; pregnancy or any other factor protected by law. As such, CCA provides equal employment opportunities to all employees and applicants in compliance with applicable Federal, State, and local laws with respect to non-discrimination in employment.

Inquiries or complaints concerning the application of Title VII, Title IX, Section 504, the ADA, the PWFA, or the PA Human Relations Act and the implementing regulations thereunder may be referred to [compliance@ccaeducate.me](mailto:compliance@ccaeducate.me).

### **Residency Requirements**

CCA employees are required to live and work within the Commonwealth of Pennsylvania or a contiguous state as deemed appropriate and when approved by the School. Additionally, employees are encouraged to be within a reasonable commuting distance from their assigned Family Service Center in order to meet the in-person reporting requirements of the position.

Employees must promptly notify their supervisor of any change in their primary residence or address. Changes in residence that impact the employee's ability to meet the location requirements of this policy may be subject to review and approval by the CCA.

Exceptions to this policy may be granted by CCA on a case-by-case basis. Requests should be submitted to the Human Resources office, with the final decision resting with the CEO or their designee.

## **Job Responsibilities**

Each employee is required to diligently perform the job duties applicable to their job position and job assignments with integrity and to the very best of their abilities and in a proficient manner. Because CCA is a dynamic, progressive School, structured around technology-based education with a high-level quality of service to families, it is each employee's responsibility to work collaboratively, be adaptable, and to be open to new ideas.

Each employee is expected to cultivate a culture of innovation and collaboration. At any time, an employee may be asked to perform duties that are in addition to or instead of those defined in their job description, consistent with the current needs of our School. Employees are expected to perform additional or substituted duties in the same proficient manner they would the duties listed in their original job description.

Additionally, we ask that new employees give themselves sufficient opportunity to fully acclimate to their position and role at CCA. This requires being fully engaged in learning the position, embracing the culture, adopting the mission/vision/values of CCA, and fully immersing themselves in all aspects of the position. As such, unless CCA leadership determines that it is in the best interest of the School and learners, employees should not be seeking new internal opportunities until they have completed a year of employment with CCA.

## **Classifications of Employment**

All classifications of employees as outlined in this section are made at the discretion of CCA. Employees hired to perform work in a job position for Commonwealth Charter Academy are considered to be "School" employees or staff. For an employee to be considered a current and active employee, they must be actively working or on disability or other approved leave of absence at the time of a given action or provision within this handbook. Any employee who believes they may be improperly classified should contact Human Resources.

- **Twelve Month Employee:** A twelve-month employee works during the business hours on a full year basis. For purposes of this handbook, twelve-month employees will be referred to as "12-month employees". 12-month employees' calendar year is measured from July 1<sup>st</sup> through June 30<sup>th</sup>, to coincide with the School's fiscal year. All administrators and most staff that support the organization are 12-month, 260-day employees.
- **Ten Month Employee:** A ten-month instructional employee works the school calendar days, typically 200 days. Non-instructional 10-month employees are scheduled to work 10 months as established to meet the departmental needs of the School. The school calendar is arranged within the school fiscal year of July 1<sup>st</sup> through June 30<sup>th</sup>. For purposes of this handbook, ten-month employees will be referred to as "10-month employees". Additional work days may be assigned to individual positions based on the School's operational needs.
- **Full-Time:** A full-time employee is a salaried employee who is regularly scheduled to work 40 hours per week; or, an hourly employee who is regularly scheduled to work a

minimum of 30 hours per week. Full-time employees are eligible for compensation and benefit provisions as outlined in this handbook.

- **Part-Time:** A part-time employee is an employee who is regularly scheduled to work less than 30 hours per week. Part-time employees may be eligible for certain compensation and benefit provisions as outlined in this handbook.
- **Regular Employee:** A regular employee is an employee assigned to a job based on a full-time or part-time position, and is hired for an indefinite amount of time. Regular employees are hired to meet a specific ongoing need of the School as defined by their job description. Regular staff members are assumed to continue their employment from year to year, subject to the probationary period, employment at-will policy, and other terms and conditions of employment as defined by the School.
- **Temporary Employee:** A temporary employee is assigned to a job based on a 10-month or 12-month (full-time or part-time) position, and is hired for a limited period of time. Temporary staff members (including long-term substitute teachers and temporary teachers) are hired for the purpose of working on a specific, defined-term project or to meet the School's temporary needs. Temporary staff members are appointed with the understanding that their work will terminate when the project is completed or the need ceases to exist, and are therefore subject at all times to the probationary period and employment at-will policy. Temporary hourly and per diem staff members are paid on a semi-monthly basis for the duration of their placement. Temporary staff members may be eligible for some employee benefits. These staff members are not eligible for paid leave time.
- **Salaried ("Exempt"):** Salaried employees are those employees who, regardless of title or function, are not eligible for overtime pay and who qualify as "exempt" employees as defined under the Fair Labor Standards Act (FLSA), including teachers, administrators, supervisors, and certain staff who provide specialized services to the School. These employees are paid on a salaried basis for carrying out their position responsibilities regardless of the hours worked. For purposes of this handbook, exempt employees will be referred to as "salaried" employees.
- **Hourly ("Non-Exempt"):** Hourly employees are those employees who, regardless of title or function, are eligible for overtime pay and who qualify as "non-exempt" employees as defined under the FLSA, including certain employees who provide administrative support services to the School. Unless otherwise required by law, non-exempt employees are paid at a rate of time and one-half (1.5) for hours actually worked in excess of 40 hours over the course of one work-week. A work-week is defined as a calendar week measured from Sunday through Saturday. For purposes of this handbook, non-exempt employees will be referred to as "hourly" employees.

## COMPENSATION AND BENEFITS

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### Compensation

CCA will establish the starting salary, hourly rate, or per diem rate for new employees assigned to a job position based on the job duties, responsibilities, and assignment. The School may or may not consider experience, skill, educational level, and the specific School assigned family service center/work site of the employee. Starting salaries and pay rates will be at the sole discretion of CCA.

### Supplemental Pay

In order to carry out the mission of the School, CCA may approve supplemental work assignments that are generally comprised of a set of administrative support or program enhancement duties to fulfill the School's mission. Additionally, supplemental work assignments provide growth opportunities for employees that tap into their skills and interests so they may better serve the School and its families. Supplemental pay assignments are to be conducted in addition to an employee's regular job duties, and will require additional time and effort beyond the employee's regular job assignment. Some supplemental pay positions may be 12-month positions. In consideration of the additional work, specific compensation to conduct the related services or work will be established, and will only be paid when work has been performed. Supplemental positions will be based on the needs of the School and may be created or abolished at any time at the discretion of the School, and are dependent on the financial condition of the School. Supplemental pay position appointments are subject to performance evaluation, and supplemental compensation will only be paid for completion of required work. Supplemental pay will not be compensated during extended leaves of absence, such as leave under disability or FMLA. Current employees may apply for and be appointed to these positions annually, or as needed.

### Paydays and Payroll Calculation

All School employees are paid semi-monthly on the 15<sup>th</sup> and the last day of each month. When the pay date falls on a Saturday, Sunday, or holiday, employees will be paid the last business day before the pay date. Advances in pay are not permitted.

- **Salaried compensation:** All salaried employees will have their compensation payments calculated and paid over 24 equal pays. Compensation for 12-month employees is paid on a fiscal year basis, defined as July 1<sup>st</sup> to June 30<sup>th</sup>. Compensation for 10-month employees is paid on a school calendar year basis, with August 31<sup>st</sup> being the first payday and the following August 15<sup>th</sup> being the ending payday. **New and separating salaried employees will be paid on a pro-rated, per diem basis for days worked within the 10-month or 12-month calendar.**
- **Summer payout:** 10-month salaried employees may elect to receive the balance of their salary for the school year at the completion of the school year. Under the summer pay-out election, the employee will receive the calculated 4 remaining payments on June 30<sup>th</sup>. If summer pay-out is not elected, the employee will continue to receive semi-monthly pay, concluding on August 15<sup>th</sup>. CCA reserves the right to suspend summer payout if end of year responsibilities have not been completed.
- **Hourly Pay and Time Reporting:** All hourly employees (including temporary hourly) will have their compensation payments calculated based on hours (to the nearest

quarter hour increment: 0.25, 0.50, 0.75, 1.00) appropriately reported within the time and attendance system. Each reporting period ends on either the 15<sup>th</sup> of the month or the last day of the month. Compensation will be calculated and paid at the conclusion of the payroll cycle following the reporting period. [For example, timesheets submitted for the reporting period of the 1<sup>st</sup> through the 15<sup>th</sup> of the month will be paid on the last day of the month.] The employee is responsible for accurately reporting all hours worked and/or leave time taken, and time entered should be conducted through their CCA provided laptop from their work location. . All overtime must be pre-approved and at the direction of the employee's Supervisor. No hourly employee is authorized to work additional hours during the work week, Sunday through Saturday, without pre-approval. . Falsification of information reported on a timesheet is strictly prohibited and may result in disciplinary action, up to and including termination.

Timesheets must be reviewed, verified, and approved by the employee's Supervisor by the payroll calendar due date, generally, several days after the close of the reporting period. Failure to provide Payroll with an approved timesheet by the due date may result in compensation deferment to the following payroll cycle. (do we need?)

## **Payroll Deductions**

In accordance with the law, all mandatory Federal, State, local taxes, and other required deductions, as well as contributory and optional benefit deductions will be withheld from an employee's semi-monthly pay. All forms can be found on the CCA Employee Portal.

## **Benefits**

Benefit programs for regular full-time employees are outlined in the CCA Employee Benefits Guide ("Benefits Guide"), which includes required benefit notices. Benefits offered to eligible employees are paid for by the employer, the employee, or shared between the employer and employee. Benefit eligibility, specific coverages, and cost-sharing are subject to change at all times, at the School's discretion, based on cost or other factors. A current version of the Benefits Guide is available electronically on the CCA Employee Portal or by contacting the Human Resources Department. Any employee who has questions concerning eligibility or specifics of coverages should contact Human Resources.

## **Benefit Elections**

Benefits, which may be elected by eligible employees, include:

- Medical & Prescription
- Dental & Dependent Only Orthodontics
- Vision Care
- Health Savings Account (HSA)
- Flexible Spending Accounts for Medical and Dependent Care Costs (FSA)
- Employee Perks, Subject to change
- Group Life and Accidental Death & Dismemberment (AD&D)
- Supplemental (optional) Life & AD&D (employee and dependents)
- Short Term Disability and Long-Term Disability
- Employee Assistance Program
- Supplemental Retirement Plans (403(b))
- Tuition Reimbursement

Eligible Employees will have an opportunity to elect benefits upon hire and also annually

during the open enrollment period. Unless indicated otherwise, benefit programs are provided on a fiscal year basis (July 1<sup>st</sup> through June 30<sup>th</sup>). Regular 10-month (non-temporary) salaried employees who complete a school year in good standing with CCA will have benefit eligibility over the summer, through August 31<sup>st</sup>.

## **Retirement Plans**

School employees of CCA are required to be members of the Pennsylvania School Employees Retirement System ("PSERS"). PSERS is a retirement program that offers a defined-benefit, defined-contribution, and hybrid DBDC plan with varying contribution levels and vesting rights. Both the employee and CCA are required to make payments to the PSERS fund based on PSERS eligible compensation. Enrollment in PSERS and tier election or determination will occur at time of hire. Additional information about PSERS is available directly through the PSERS organization (1-888-773-7748), or by contacting the Human Resources Department.

CCA may offer alternative retirement plan options to new and/or existing staff. Any new, replacement, and/or supplemental plans will be communicated and addressed in the Benefits Guide and at time of offering.

## **Expense Reimbursement**

Employees may incur employment related expenses during the course of their work. It is imperative that the employee follow the employee expense guidelines and instructions available through the business office (also posted on the CCA Employee Portal). Pre-approval of certain expenses is required, and transportation guidelines must be followed. Failure to comply with the guidelines, which includes submission of adequate and appropriate documentation in a timely manner, will result in the employee's waiver of opportunity for reimbursement.

## **Workers' Compensation**

Consistent with Federal and State Law, CCA provides workers' compensation insurance coverage for all School employees for work-related injuries or illnesses occurring during the course of their regular work assignments. It is required that an employee report any workplace injury or illness immediately to the employee's Supervisor as well as to the Human Resources Benefits Specialist. If the injury/illness does not require immediate medical treatment, you must promptly see one of the posted panel physicians following your injury, to ensure full coverage of medical expenses. If the injury/illness requires immediate medical treatment, paramedic services should be called or the employee should report to an urgent care facility. Please note that workers' compensation leave and FMLA leave run concurrently, provided the reason for the absence is due to a qualifying "serious health condition" as defined in the FMLA. Detailed information and all panel physicians are posted and available at each family service center site, on the CCA Employee Portal, or by contacting the Human Resources Benefits Specialist.

## **Reporting Updated Employee Information to Human Resources Department**

In order for CCA to provide payroll and benefit administration services, accurate employee information is required. Human Resources will require certain documents and forms, depending on what information changes. It is each employee's responsibility to review their own payroll distributions and information regularly and to report any questions or inconsistencies as soon as possible to Payroll. Payroll must also be notified of changes in your federal withholding status or banking information for direct deposit. Additionally, it is the responsibility of the employee to notify Human Resources with respect to relevant information such as: changes in the employee's name, address, phone number, marital status, status of spouse or dependents, beneficiaries, outside healthcare coverage, and

optional deduction elections. An employee and their Supervisor or an Administrator must report any recommendations or requests for work related transfers, including location change requests or reassignments to Human Resources, prior to any changes taking effect. Administrators must report employee/Supervisor assignment changes to Human Resources prior to effective date of change. **For all changes, information must be communicated to Human Resources as soon as possible, with a minimum two-week notice.** Failure to report changes may result in incorrect tax reporting or benefit disruption.



## **ATTENDANCE AND LEAVE**

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### **Work Days and Work Hours**

- 10-month employees are scheduled to work a total of 200 days as defined by the CCA School calendar. Individual positions may have additional work days assigned based on School operational needs.
- Part-Time employees are scheduled to work based on departmental needs.
- 12-month employees are scheduled to work regular business days and hours throughout the full school year. The full school year is defined as July 1<sup>st</sup> through June 30<sup>th</sup>.

Standard business hours for CCA's Family Service Centers are Monday through Friday 8:00 am – 4:00 pm, with the exception of scheduled holidays. The work day should not start before 7:00 am or end before 3:00 pm. Regardless of approved work hours, all staff is expected to be responsive until at least 4:00 pm.

Full-time School employees are expected to work a regular schedule of 40 hours per week as defined by the school hours. 40 hours includes a daily (30 minute) paid lunch.

Salaried (exempt) teachers, administrators, and staff should expect that their actual working hours will be determined based on the amount of time that is required to meet the job responsibilities. Teachers and administrators are expected to be available to learners and families as the School requires. Salaried and hourly staff employees should report to work as scheduled when hired, or as directed by their immediate Supervisor.

Flexibility in hours worked may be necessary based on School initiatives. This includes requests of hourly employees for pre-approved overtime.

### **Attendance at School Events**

There are various face-to-face activities that are key to serving CCA's families and to promoting excellence in our School. These activities ensure that a high-level of service, communication, and instruction are delivered to the learners. They allow teachers to establish relationships with families, and provide staff important School-wide or professional learning community (PLC) opportunities for collaboration.

CCA School events may or may not be deemed required, may or may not be conducted during a regular school day or during regular business hours, may or may not occur at an assigned family service center, and may or may not require daily or overnight travel. Under rare circumstances, when hourly staff are required to attend School events, they must track, record and submit their travel time and attendance time for compensation. As salaried professionals, teachers and administrators are expected to attend School events as may be required to meet the needs of CCA. The School will assign required School events as fairly and equitably as possible. At times, it may be necessary for staff to be requested to serve at additional essential School events. Salaried educators are encouraged to volunteer to participate in these important events, as an opportunity to positively represent and serve our School as well as to engage in colleague collaboration. Depending on the time necessary for a particular event, including travel, an employee's Supervisor may approve an employee to flex or shift their work schedule when accommodating School events.

### **Attendance Reporting**

Each employee has a primary Family Service Center assignment and work schedule for the purposes of attendance reporting. Each School employee is responsible for reporting to work



and expected to be punctual as defined and scheduled by the terms of their assignment.

All School employees are required to request and personally report all absences from work through the leave reporting system defined by the Human Resources Department. All absences are only to be reported in half or full day increments.

Reported absences include:

- Sick
- Personal
- Vacation
- Bereavement
- Jury duty/school-related court appearances (court appearances for personal reasons, vacation/personal leave must be used)

Leaves of Absence (LOA) include:

- Family Medical Leave Act (FMLA) leave (for specified family and medical reasons)
- Unpaid leave (non-FMLA)
- Military leave

Any Leave of Absence (LOA) must be applied for in writing and may require official forms and/or documentation. These requests should be made through Human Resources. Approved Leaves of Absence will be entered and tracked by Human Resources in the same leave reporting system.

In addition to absences, employees are responsible to report all CCA Business Days. CCA Business Days are events such as field trips, state testing, working from another Family Service Center, professional development, or other CCA related business where the employee is not reporting to their designated family service center. Comments are required when submitting a CCA Business Day. Failure to submit a comment will result in denial of the CCA Business Day and may lead to an unexcused absence.

**Supervisors have a responsibility to be aware of their assigned staffs' attendance during scheduled work days and work hours. Supervisors will be responsible to approve or deny appropriate leave requests for their assigned staff. Failure by a Supervisor to monitor their assigned staffs' attendance in a judicious manner will be subject to disciplinary action.**

Failure by an employee to comply with accurate reporting and notification of absences through their Supervisor is considered fraudulent and may subject the employee to disciplinary action, up to and including termination. Any time up to a 2 (two) hour deviation in a working day must be made up within the work week at a family service center. Any time exceeding 2 hours will require the use of a half day of leave.

An employee who will be absent or reporting to work late must personally contact and inform their Supervisor and/or Site Lead, providing the circumstances, prior to the start of the work day. If an employee is unable to reach their Supervisor or Site Lead, they must contact Human Resources. Additionally, an employee must request approval to leave work early directly through their Supervisor. Time lost due to late arrival or early departure is expected to be made up, during the same work week. Consistency in attendance combined with appropriate and adequate work schedule is deemed necessary in order to serve families, learners and the School in a proficient manner.

## Family Service Centers

CCA strongly believes in enhancing positive and meaningful professional collaboration and in building strong interpersonal work relationships. Therefore, to provide opportunities for communication and availability for employees to meet and support one another, CCA has invested in Family Service Centers. The Family Service Centers also provide families with access to CCA resources and serve to showcase our educational model. As such, employees will be assigned to regularly attend work at one of CCA's Family Service Centers. Any work time absence from a family service center must be reported as a leave of absence or qualify under one of the following off-site work provisions:

- **Cube Share or Temporary Work from Home Arrangements:** The School may identify circumstances that result in either a cube-share arrangement or temporary work from home status. In these cases, the employee will be required to report to their assigned Family Service Center on a routine or a designated basis, but usually not daily. These exceptions may include arrangements under a School defined and approved ADA accommodation plan, or as scheduled upon the School's request when facility limitation exists. Cube share or temporary work from home schedules must be approved by the employee's Supervisor, the Site Lead, and Human Resources. These arrangements are subject to regular review and may be changed or modified at any time at the School's discretion.
- **Discretionary Work from Home Days:** Eligible staff may request a discretionary work from home day, on an as needed basis, to accommodate a temporary need, or due to inclement weather that limits travel. Discretionary work from home days cannot be used during mandatory school meetings such as back to school and professional development days. Discretionary work from home days must be scheduled by approval of the School and need to be reported through the leave reporting system.

All work from home arrangements are made at the School's discretion, depend on the employee's position, and the performance of the employee. The School will regularly review these arrangements, which may change at any time. Work from home guidelines must be adhered to at all times.

## Travel and Off-Site Work

Employees may be required to conduct work at a location other than their assigned Family Service Center. This could include attendance at off-site meetings, School events, State testing, professional development, or to conduct other School business. It is the responsibility of the employee to report all such travel and off-site work incidences to their Supervisor, enter a CCA Business Day into CCA's designated leave system, update their work calendar and to provide information for families and coworkers in an appropriate manner.

## CCA Holidays

12-month (260 day/Non-Instructional) employees will be provided holidays as designated by the 12-month holiday calendar as approved by the Board of Trustees.

The scheduled holidays may fluctuate from year to year, based on the instructional and business needs of the School.

## **Paid Time Off – Sick Leave Days**

Regular full-time employees will accrue paid sick leave days for use for personal or family member illness and/or for medical appointments. Sick days are to be used in half or full day increments.

Sick leave days will be posted and available with an effective date of July 1<sup>st</sup> of each fiscal year. New employees will have sick days prorated, based on date of hire.

- 10-month employees accrue 4 sick days per school year, with a maximum accrual of 10 days.
- Part Time Teachers accrue 4 (4 hour) sick days per school year, with a maximum accrual of 10 (4 hour) days.
- 12-month employees accrue 5 sick days per fiscal year, with a maximum accrual of 12 days.

Guidelines for sick leave days:

- An employee who is absent because of illness for 3 or more successive days, may be required to submit written certification of illness from a medical provider.
- Absences due to illness for more than 5 successive days are subject to other qualifying leaves of absences (such as FMLA leave). In these cases, the employee must consult with Human Resources as soon as possible, but within the first 5 days; FMLA information and documents will be provided to the employee for completion.
- In the event an employee has exhausted their accrued sick days, personal or vacation days may be utilized for illness. In exceptional circumstances, unpaid leave may be requested for approval through Human Resources, including FMLA leave and non-FMLA leave requests.
- Sick days are not permitted to be used in lieu of personal or vacation days.
- Sick days may be used for an employee or family member for illness or for medically related appointments, but are not intended to be used as a replacement for personal or vacation days.
- Sick days will not count as hours worked for the purposes of overtime calculation for hourly employees. Payment in lieu of sick leave will not be permitted.
- Sick leave days will not be paid upon termination of employment.
- Any sick time used during notice period may require a physician's note.

## **Paid Time Off – Personal Leave Days**

The School recognizes that there may be expected or unexpected personal business, emergencies, weather events, or extended illnesses that require leave from work. As such, employees will be provided with an allocation of personal leave days to be used in half (0.5) or full (1.0) day increments.

### **Ten month 200 Day Employee**

Personal leave days will be posted and available to eligible employees at the beginning of the School year.

- Upon hire, new employees will accrue a maximum of 2 personal days, prorated based on date of hire.
- Upon completion of the 1<sup>st</sup> school year: employees will accrue 8 personal days permitted for use.
- Upon completion of the 5<sup>th</sup> full school year: employees will accrue 10 personal days permitted for use.

- Employees hired prior to 7/1/15 who were granted more personal days in 2015-16 than delineated above (under previous CCA provisions) will be considered “grandfathered for personal leave”, and will continue to accrue the same number of personal leave days as received in 2015-16.

Guidelines for Personal leave days:

- Unless unavoidable, personal days should be approved and scheduled in advance with the employee’s Supervisor.
- Unless unavoidable, personal days should not be used during scheduled professional development or School-wide meeting days.
- Personal days should not be requested or approved consecutively (5 or more business days) as a replacement for vacation leave.
- In order to prevent a lapse of service to learners, sick and personal days should not be combined to schedule more than four consecutive days off.
- Personal days may be used when inclement weather prevents an employee from reporting to work.
- **Personal days will not be approved at the end of the school year if end of year activities have not been completed.**
- Personal days expire at the end of the school year, and will not be carried over to the following school year.
- Any employee who resigns or retires in good standing, and provides adequate notice (no less than 10 working days), will be compensated for **accrued** but unused personal days. If time that has not been accrued is used, adjustments will be made to the final pay.
- Accrual time will be calculated by our Payroll Department.
- Personal days are not to be used during notice period.

An employee who separates from service within the first full year of employment will not be paid for any unused personal days. Any other employee who resigns or retires in good standing, and provides adequate notice (no less than 10 working days), will be compensated for accrued, unused personal days. All exiting activities, as defined by the School, must be completed in order to receive payment for unused personal days. Accrual calculations will be provided by Payroll.

**Paid Time Off – Vacation Leave Days**

Regular, full-time 12-month employees are expected to work on a twelve-month basis. As such, eligible 12-month employees will be provided paid vacation leave days to be utilized during the fiscal year on a per diem basis (half (0.5) or full (1.0) day increments).

Vacation leave days will be posted and available to eligible employees on July 1<sup>st</sup> of each fiscal year.

- Upon hire, new employees will accrue a maximum of 10 vacation days, prorated based on date of hire.
- Upon completion of 1<sup>st</sup> full school year: employee will accrue 10 vacation days permitted for use.
- Upon completion of 3<sup>rd</sup> full school year: employee will accrue 15 vacation days permitted for use.
- Upon completion of 7<sup>th</sup> full school year: employee will accrue 17 vacation days permitted for use.
- Upon completion of 10<sup>th</sup> full school year: 20 vacation days permitted for use.

#### Guidelines for vacation leave days:

- Vacation days should be pre-approved and scheduled through the employee's Supervisor.
- Vacation days should not be requested or approved during peak times of job responsibilities, as designated by the School and/or the employee's Supervisor. The School reserves the right to deny vacation leave if it interferes with the School's needs.
- Vacation days may be approved when inclement weather prevents an employee from reporting to work.
- Vacation days may be approved to conduct personal business or for sickness when sick leave is exhausted.
- Vacation days expire June 30<sup>th</sup>, and are not carried over to the following year, except as follows: at the request of the School; or by a written request (form found on the CCA Employee Portal) made in advance (not to be submitted before 6/1) by the employee and approved by the Supervisor and Senior Vice President of Human Resources. For these exceptions, up to 5 days may be carried over to the new fiscal- year. Under this provision, approved carryover must be used no later than July 31<sup>st</sup>.
- Current CCA staff members moving into an administrative position will be given credit for all years of service with CCA for purposes of the calculation of vacation time.
- An employee who separates from service within the first full year of employment will not be paid for any unused vacation days.
- Any other employee who resigns or retires in good standing, and provides adequate notice (no less than 10 working days), will be compensated for **accrued** but unused vacation days. If time that has not been accrued is used, adjustments will be made to the final pay.
- Accrual time will be calculated by CCA's Payroll Department.
- Vacation days are not to be used during notice period.

#### **Paid Time Off - Bereavement Leave Days**

Full-time employees will be granted paid time off for bereavement in cases of the death of a family member.

Bereavement leave not to exceed 5 days may be granted for an immediate family member.

"Immediate family member" for the purposes of bereavement leave is defined as the employee's:

- Spouse
- Child (step)
- Parent/guardian (step)
- Sibling (step)

Bereavement leave not to exceed 3 days may be granted for a near relative. For the purpose of bereavement leave, "near relative" is defined as the employee's:

- Mother-in-law/father-in-law (step)
- Daughter-in-law/son-in-law (step)
- Grandparent (step)
- Grandchild(step)

Bereavement leave of 1 day will be granted for relatives not described above, including the employee's:

- Sister-in-law/brother-in-law

- Niece/nephew
- Aunt/uncle

CCA reserves the right to request an obituary, death certificate or other documentation for verification of relationship for family bereavement. Employees may request additional days to attend funerals/services of near relatives or others, but will be required to use personal/vacation or unpaid leave.

### **Paid Time Off- Jury Duty or Attendance in Court**

CCA recognizes an employee's civic responsibility to serve on a jury or to provide witness testimony if summoned by a court of law.

When an employee is called for jury duty, or summoned to appear in court for CCA related legal matters, full-time employees will be paid their salary or hourly pay during days served. **The employee must provide a copy of the subpoena or other court order to the Human Resources Department.** While on jury duty or mandatorily attending court for CCA related matters, the employee must record their absence in the leave reporting system as jury duty.

The employee must report to their Supervisor on a daily basis when they will be required to be in court. Any jury duty or court attendance fees (exclusive of mileage or meal reimbursement) provided while serving/testifying must be remitted to CCA's Payroll Specialist.

**NOTE: Employees attending court for non-school related issues, including cases to which the employee is a party, will be required to use personal/vacation or unpaid leave.**

### **Military Leave**

Employees will be granted military leave of absence for active service or training in the U.S. military as provided by the Uniformed Services Employment and Reemployment Rights Act (USERRA). Eligible employees will continue to earn service credit while on leave. In addition, eligible employees will be guaranteed job reinstatement to a position of equivalent status and pay, if they comply with reinstatement requirements. Employees requesting military leave must provide a copy of their military orders or their unit's yearly Inactive Duty Training (IDT) schedule and provide notice to the extent possible. Reservists and members of the National Guard will be paid their regular base salary for any required training and/or service for the first 30 working days per year. While on active service or training, full-time employees are eligible to continue the same benefits to the extent they are eligible, subject to terms, conditions, and limitations of the applicable plans. If alternative medical benefits are elected by the employee under the Military Health Care Program or other program defined by USERRA, the employee will maintain rights to reinstate medical coverage under the CCA benefit plans upon termination of alternative benefit plans.

### **FMLA Leave**

The Family Medical Leave Act (FMLA) entitles eligible employees to take up to 12 weeks (60 working days) of unpaid leave for a specified employee medical reason or family medical reason (or up to 26 weeks of a military caregiver leave to care for a covered service member with a serious injury or illness). In order to be eligible for FMLA leave, the employee must have worked for the School for at least 12 months as of the date the FMLA leave is to start, and must have worked a minimum of 1,250 hours during the 12-month period immediately preceding commencement of leave. CCA elects to use a rolling calendar year as the 12 month look-back period for determining eligibility, and requires sick or other

paid leaves of absence to run concurrently with FMLA leave.

During approved FMLA leave, the employee's job and benefits are protected. Benefits will be provided at the same level and under the same conditions as if the employee were actively working.

Eligible employees may take up to 12 weeks (60 working days) of FMLA leave in a 12-month period for:

- the birth and care of a newborn child of the employee.
- placement of a child for adoption or foster care with the employee (FMLA must be taken within 12 months of placement).
- to care for a spouse, child, or parent with a serious health condition.
- to take medical leave when the employee is unable to work because of a serious health condition.
- Any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a military member on covered active duty or call to covered active duty status.

In addition, eligible employees may take up to 26 workweeks of leave in a single 12-month period to care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the service member (referred to as military caregiver leave).

An eligible employee is limited to a combined total of 26 work weeks of leave for any FMLA-qualifying reasons during the single 12-month period.

For purposes of FMLA leave, serious health conditions will require certification by an approved medical care provider, and is defined as a condition that requires inpatient care at a hospital, hospice, or residential medical care facility, including any period of incapacity or treatment. Additionally, serious health condition applies to illnesses of a serious and long-term nature. CCA reserves the right to require recertification during FMLA leave as well as to require a medical clearance to return to work.

If an employee is absent or anticipates being absent for a medical reason for more than 5 days, FMLA forms, including a required medical certification form, will be sent to the employee to be completed by a medical care provider and returned to the Human Resources Department as soon as possible, but not later than 15 calendar days of the first day of absence. Additional information and guidance about FMLA leave, including maternity/childrearing leave, is available upon request by contacting Human Resources Department.

### **Unpaid Leave (Non-FMLA)**

CCA expects all employees to plan and use their paid time off in a judicious manner. This includes preserving approvable leave days for unforeseen circumstances, including instances when inclement weather may prevent an employee from reporting to work.

An employee who needs to be off work for non-FMLA eligible circumstances, may apply for unpaid leave (non-FMLA). **All available paid personal and vacation days must be exhausted for unpaid leave (non-FMLA).** If benefits terminate during non-FMLA leave, employees can choose to enroll in COBRA coverage. Consideration of the request will be made based on the circumstances, which are expected to be extraordinary and subject to verification. Approval is at the discretion of the School. Any approved extended non-FMLA unpaid leave of absence does not assure employees the right to return to the same job

assignment. CCA may place the employee in the same assignment, but is not obligated to do so. If an employee is offered a position upon return from leave, and fails to accept it, the employee will be considered to have voluntarily resigned.

If an employee does not report to work, their leave has been exhausted, and they did not receive written approval of unpaid leave, the time will be considered as an unexcused absence from work. Upon the first unexcused absence, an employee will receive a written warning and will be placed on probation. The second instance may result in termination.

Unpaid, non-FMLA leave requests that are of a repetitive nature may be considered indicative of an employee's inability to meet their job requirements in a proficient manner and may be cause for disciplinary action, up to and including termination.



## **CONDITIONS OF EMPLOYMENT and WORKING CONDITIONS**

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### **Required Employment Clearances**

CCA strives to ensure that all employees are well-qualified and that we are maintaining a safe and productive work environment. As such, all offers and continuation of employment are conditioned upon information acquired from required clearances as well as any additional background checks the School may request.

Under Act 168 of 2014, CCA is required to conduct an employment history review prior to the employee's start date. Therefore, as a condition of becoming an employee, eligible candidates must complete and provide all appropriate Act 168 forms as soon as possible. Upon acceptance, the employee will receive an email to their provided personal email with a link to complete these forms.

Act 153 of 2014 requires that all employees of CCA have the following clearances officially updated every 5 years. CCA requires that new employees have these clearances that are no older than 1 year from date of employment:

- Pennsylvania State Police Criminal Records Check (Act34)
- Department of Public Welfare Child Abuse History Clearance (Act151)
- Federal Criminal History Record Information

It is the employee's responsibility to provide the Human Resources Department with official clearances as required or requested. Failure to meet this responsibility may be grounds for termination.

### **Reporting Arrests or Convictions While Employed**

School Employees who are arrested for or convicted of a felony or misdemeanor offense must contact their Supervisor and Human Resources within 1 business day. School employees are required to report to Human Resources within 72 hours of any arrest or conviction listed in Section 111(e) by completing a PDE-6004 form. School employees are also required to report to Human Resources, in writing, within seventy-two (72) hours of notification, that the employee has been named as a perpetrator in a founded or indicated report pursuant to the Child Protective Services Law. CCA reserves the right to evaluate any arrest or conviction of a felony or misdemeanor of an employee that may impact the employee's ability to perform their job, or that has a negative impact on the School.

These arrests or convictions, as well as failure to report, may result in disciplinary action up to and including termination.

### **Educational Certifications and Credentials**

Where applicable, CCA employees must maintain valid certifications and/or credentials if required for their position. If an official name change occurs, an updated certificate must be submitted to Human Resources. It is the employee's responsibility to be aware of the expiration dates associated with such certifications and/or credentials and to take steps to renew them as necessary. Changes and updates to an employee's certifications or credentials must be communicated and verification provided to Human Resources. Failure to maintain an active and accurate certification may result in disciplinary action, up to and including termination.

## **Internal Applications and Transfers for Open Positions**

CCA is committed to providing employees with growth opportunities within the organization. As such, job opportunities will be posted on the CCA Employee Portal and Online Application System when available. School employees who are interested in applying for or transferring to open positions must follow the School defined process, and should inform their Supervisor of their intent to apply. Employees must have been in their current role for at least one year before applying for another position within CCA.

Internal and external recruitment may occur simultaneously or separately. As with external hiring, equal consideration for internal transfer or promotion is given to all who apply in accordance with the CCA Equal Employment Opportunity Statement. It is important to maintain continuity of service to our learners; thus, Administration will evaluate position changes with this focus in mind. The Administration has full discretion in these decisions based on the experience and qualifications of applicant, requirements of the position, and determination of what best suits the School's needs.

## **Unlawful Harassment**

CCA is committed to providing a School environment that is safe and positive. As such, unlawful harassment will not be tolerated in the workplace or at any School events. Unlawful harassment is unwelcome or unwanted conduct, whether verbal, nonverbal, or physical, which:

1. demeans, degrades, or shows hostility toward another person because of that person's race, color, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity and/or expression, marital status, disability, genetic information, pregnancy or veteran status, and
2. substantially interferes with an individual's employment by creating a hostile work environment.

The School expects employees to conduct themselves in a professional manner in the workplace, which includes School events. Such conduct is essential to promote and assure a work environment free of discrimination.

If an employee believes they have been unlawfully discriminated against or unlawfully harassed, the employee should immediately inform their Supervisor. If the employee believes that their Supervisor is the source of the problem, or is uncomfortable with notifying their Supervisor for any reason, the employee should contact Human Resources. Complaints will be investigated and handled promptly, impartially, and appropriately. Retaliation for making a report of discrimination or unlawful harassment or for participating in an investigation or hearing, or opposing practices the employee reasonably believes to be discriminatory is prohibited.

## **Accommodations of Disabilities**

CCA acknowledges requirements and regulations of the Americans with Disabilities Act of 1990, as amended, the Rehabilitation Act of 1973, and all applicable State and local laws including modifications made by the ADA Amendments Act of 2008. Qualified individuals with disabilities may be entitled to a reasonable accommodation in the workplace. If you believe you are such an individual, please communicate that information in writing to the Leave Specialist. When possible, CCA will work with you to develop a reasonable accommodation plan that enables you to conduct the essential responsibilities of your position without imposing an undue hardship on CCA. Due to the nature of these requests,

it may be necessary for CCA to work with a third-party medical consultant to assist in the development of a plan that assists the employee in meeting the job requirements. Consideration of accommodations may require the employee to authorize the release of protected health information for medical evaluation. Any information regarding a disability will be kept confidential to the extent possible.

## **PERFORMANCE AND DISCIPLINARY ACTION**

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### **Employee Performance Feedback and Reviews**

Performance refers to conduct and behaviors, attendance and punctuality, work output as measured by meeting the responsibilities of the job assignment, and compliance with CCA policies and procedures. CCA uses informal and formal feedback tools to assist employees in developing high levels of performance, including those prescribed for educators and administrators by the Pennsylvania Department of Education. At all times, the intent of performance feedback is to provide the employee and their Supervisor with opportunities for constructive information and to develop performance improvement plans, as necessary, to assist the employee in being successful and productive in their role with CCA. Performance feedback should be considered as a positive process. Feedback may be written or verbal.

We believe that proficient employee performance is the key to achieving results, to providing the best possible customer service to the families we serve, and to support the School in fulfillment of our mission. Every CCA employee holds a position that has been deemed to be integral to CCA's success. Therefore, employees will receive formal performance reviews, conducted at least annually, and more frequently depending upon position and status.

The measures of performance will be determined at the School's discretion. With respect to measuring employee behavior, conduct will be inclusive of, but not limited to the following:

- Is responsive and friendly in serving learner and family needs
- Responds to requests in a timely manner
- Is collaborative and collegial with respect to personal responsibility for meeting CCA School goals
- Completes assignments and asks for extra assignments
- Shares best practices with other educators or peers
- Receives constructive feedback from peers and supervisors
- Goes above and beyond to carry out the CCA mission

Annual documented performance reviews, conducted by the employee's Supervisor - subject to review by the Department Director, Senior Vice President of Human Resources, Chief Operations Officer & Chief Executive Officer- will be required for consideration of merit increases.

### **Disciplinary Process**

Employees are expected to meet certain standards of work performance and conduct. These include, but are not limited to, those outlined in the employee handbook as well as in the employee's job description. Employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process. The nature of the discipline used, up to and including immediate termination of employment will depend upon the conduct of the employee and the relevant circumstances. It is not a guarantee of continued employment when an employee is placed on an improvement plan as part of the disciplinary process.

Employees are expected to be proficient in executing their performance expectations daily. Certain cases involving serious policy violations warrant a written warning with probationary status. It should be assumed that any disciplinary action carries a contingency that if there are continued or further violations of policy or unacceptable performance or behavior, it will

be grounds for termination.

## SEPARATION OF SERVICE

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### Retirements, Resignations, and Involuntary Separations

CCA strives to attract and retain employees who see value in the work they produce; who feel appreciated for their efforts; and who gain gratification by collaborating with peers to cultivate a full learning environment that meets the goals of our School from an organization-wide view. We always want to enjoy a strong, inter-connected working relationship between employer and employee, to support the employee's growth, and to support the success of the School in meeting the needs of our families.

- **Retirement:** CCA has been honored to employ employees who have made great and long-lasting contributions to our School. Some have reached the milestone in which they are able to enjoy the retirement benefits provided through the PSERS program. In these cases, CCA will accept an employee's letter of retirement when presented. A signed, dated letter of retirement, which provides the retirement date, is required to be submitted to the employee's Supervisor and Human Resources. In order to be considered for retirement as a retiree of CCA, an employee must separate under the retirement terms and conditions of the PSERS program. Retirement does not apply to those who pursue continuation of employment in other PA educational entities. It will be appreciated for the employee to provide the retirement notice by April 1<sup>st</sup> of the current school year to help plan for future staffing needs. To start the process of retirement, employees must first contact PSERS directly.
- **Resignation:** As with all healthy employment relationships, there may be times when the employee finds a more suitable employment opportunity than that which CCA can provide. Or, an active employee may wish to place their career on hold for personal or family reasons. Under these conditions, CCA will accept a letter of voluntary resignation from an employee when presented. A signed, dated letter of resignation, which provides the effective resignation date, is required to be submitted to the employee's Supervisor and Human Resources. Employees who resign by providing an adequate notice period and who exit in good standing will be considered "eligible for rehire." Failure to provide adequate notice under guidelines for notice period, or failure to complete exit work and activities as assigned upon notice, may result in an employee being considered "ineligible for rehire."
- **Involuntary Separation:** CCA strives to provide opportunities and support for employees to be successful at work. CCA may determine that certain circumstances warrant a separation of the working relationship between the employer and the employee. In these cases, the School will take action to separate the employee from service as an involuntary separation. Involuntary separations are not taken lightly. Employees will be given opportunities to respond in these situations.

In all three situations, CCA's goal will be to follow a process that will result in a professional separation of service to preserve the dignity of the employee while also considering the needs of the School.

### Separation of Service Guidelines

When an employee retires or voluntarily resigns, the following guidelines should be followed for successful separation of service.

- **Notice Period:** The purpose of a notice period is to provide for an orderly transition of the employee's duties and to perform completion of work and business transactions. We

request that an employee who plans to retire or resign should provide their Supervisor and Human Resources with a written retirement or resignation letter or notice. The letter must be signed and dated and should provide CCA with the last intended working day on site and a request for any applicable leave time consideration. We request as much notice as possible, but expect a minimum of 10 working days' notice for teachers and hourly employees.

Any employee in a supervisory capacity or specialized service role is requested to give a minimum of 1-month notice.

Upon notice, CCA reserves the right to excuse any employee from their work responsibilities at CCA's discretion.

**No personal or vacation days should be used during the notice period.**

- **Exit Activities:** As soon as possible after notice has been accepted, the employee must meet with their Supervisor to determine a plan for transition, which will outline the employee's specific responsibilities prior to their last day of work. Items included in the plan will be: finishing specific tasks; forwarding work, email, voicemail, and other communications; securing coverage at meetings and/or notifying meeting organizer of separation; and, arranging for the return of all CCA property and equipment. Failure to complete required activities may result in forfeiture of payout benefits, and may result in considering the employee "ineligible for rehire".
- **Payment for Service:** All separating employees will be paid through the last day worked. Please refer to the paid leave time provisions in this handbook for eligibility, terms, and conditions for payment of unused leaves of absence. If you believe you may be entitled to a leave of absence payout, please contact the Payroll Department, who will confirm the balances and payment arrangements. The exit date will be the official date of separation. CCA reserves the right to refuse payment of leaves of absence when insufficient notice has been given or exit activities have not been completed.
- **Continuation of Benefits:** A 10-month employee, who resigns or retires in good standing at the end of a school year, may have their medical, dental & vision benefits continued through August 31<sup>st</sup> of the year of separation. The employee will have their premium share withheld from their summer pay. Other optional or employer provided benefits will cease on the date of termination. All other separating employees, including mid-year teacher or 12-month employee resignations or retirements, will have their medical, dental & vision benefits continued through the end of the month of their last working day. Other optional or employer provided benefits will cease on the date of termination. Their premium share will be withheld from their final paycheck. The Federal Consolidated Omnibus Budget Reconciliation Act (COBRA) allows eligible employees and eligible dependents to extend health coverage after separation of service. Additional information about COBRA, including required employee notice, is available in the Benefits Guide or by contacting the Human Resources Benefits Specialist.
- **Return of CCA Property and Equipment:** An employee must return all CCA issued equipment, materials, and supplies, keys, swipe cards, etc. as part of their exit activities. Return should be made directly to the employee's Supervisor, or the Supervisor's designee, as part of the exit activities. The separating employee will be required to attest to their return of all CCA property. If an employee fails to return CCA property, they will have a deduction from their final paycheck in the amount of the replacement value. The employee may be billed for any unrecovered balance.

- **Exit Interviews:** Because CCA is a dynamic organization, always striving to improve our School in ways to best serve our families as well as in meeting the needs of our employees, we would welcome and appreciate the opportunity to conduct an exit interview with any employee who voluntarily resigns or retires. When an employee tenders a notice of resignation or retirement to their Supervisor and Human Resources, they will be asked to complete an exit questionnaire. Additionally, the exit questionnaire is at the employee's option, and not a requirement. Information will be kept confidential to the extent possible. CCA appreciates constructive feedback that will help our School improve.



# WORKPLACE CONDUCT POLICIES

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## Standards of Conduct

In an effort to provide our employees with comfortable and safe working conditions, the School maintains standards of professional behavior that all employees must follow.

Although there is no way to identify every possible example of prohibited conduct, it is expected that employees of CCA conduct themselves in a professional, civil, moral, and ethical manner at all times. Inappropriate behavior will result in disciplinary actions up to and including termination based upon the severity of the inappropriate conduct.

- CCA expects our employees to treat each other, our learners and families, and any third party that an employee comes in contact within the course of their job duties with civility, respect and consideration. Lack of respect can be shown through words, conduct, acts or demeanor. As a general rule, behaviors that affect another employee's ability to work depart from our standard for respect.
- The use of obscenity, sexual innuendoes, or language that could be perceived as offensive in the workplace is unprofessional and unacceptable. If it persists, it can create a hostile workplace environment. All employees are cautioned to avoid such language.
- Employees are required to use sound professional judgment when communicating with learners, families, and others when handling any situations requiring sensitivity. Employees are to be aware of and to follow all School policies and regulatory protocols (including FERPA, HIPAA, etc.).
- Employees must maintain high standards of personal and professional conduct and behavior and realize that they have a moral responsibility with respect to peers, learners and families and others. Employees must display the highest degree of integrity and the best judgment and ethics, and use their professional skills for the best interests of all. Employees must use only lawful and ethical means when seeking to influence governmental policy, legislation or regulations.
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- Intrinsic to the ethical standards set forth in the Code are the values of trust and fair mindedness; honoring human dignity, emotional well-being and cognitive development; respect for spiritual and cultural values and integrity in professional commitments and responsibilities. (Refer to School Code, Code of Professional Practice & Conduct for Educators <https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter235/chap235toc.html&d=reduce>)

## Conflicts of Interest

Employees are prohibited from engaging in any activities that conflict with our interests, divert business opportunities from CCA or have the appearance of doing either. A conflict of interest, or the appearance thereof, may occur when your interest in, association with, and/or employment by one of our competitors, or suppliers of goods or services, is such that your ability to act in the best interests of the School may be called into question.

If you are concerned that you may be engaging in a conflict of interest, or if you believe that another employee has engaged in such conduct, please discuss the matter with your Supervisor and/or Human Resources.

Conduct that may constitute a conflict of interest includes, but is not limited to:

- Performing outside work for another entity or in competition with CCA while working for CCA.
- Diverting business opportunities away from CCA to the advantage of the employee or another individual or entity.
- Transmitting confidential information to a learner/family, vendor, competitor, or other individual who is not an employee and who does not have authorization to receive it.
- Using work time, confidential or proprietary information, facilities, equipment, labor, or supplies to conduct outside activities with or without personal financial gain.
- Having a close personal relationship with any learner, parent of a learner, employee under your supervision, or learner's family member, except when such individual is a member of your family or when you have no work responsibilities associated with the individual and the relationship is not prohibited by law or regulation, such as a relationship with an under-age learner.

### **Gifts**

Employees are to avoid any conduct that gives rise to a conflict of interest or even the appearance of a conflict of interest. Employees may not give, solicit, or accept gifts to or from any other person or entity that has or seeks a business relationship with the School unless approved by the school leadership. Employees are also prohibited from giving gifts to learners/families, vendors, and government officials.

Instructional employees may accept special occasion gifts (holiday, birthday, end of year, etc.) from learners that are of a de minimis value and the type of which traditional learners routinely give teachers. If an employee receives an inappropriate gift, the employee must promptly notify their Supervisor.

### **Authorizations and Approvals**

Under no circumstances is an employee, other than those who have purchasing responsibility authorized in writing, to commit to any purchase or agreement that financially obligates CCA. Should you have a requirement to procure goods and services, you must obtain the appropriate authorizations from your Supervisor in accordance with the School's fiscal policies. Failure to obtain the proper authorizations/approvals will result in disciplinary action and/or a requirement that the individual accept personal responsibility for an obligation wrongfully made.

### **Solicitation and Distribution**

The School prohibits the soliciting by employees and the distributing of non-school related materials in work areas and during work hours. Bulletin boards, internal directories, interoffice mail, email, and other School resources are to be used only for authorized School purposes unless otherwise designated.

Employees may not solicit or distribute ANY information in CCA work areas on behalf of a business, club, school, society, religious group, nonprofit organization, or a political party during working time or during the working time of the employee(s) to whom such activity is directed.

As long as the activity is not disruptive, employees may distribute information about nonprofit fundraising efforts such as cookies or candy for sale, if the proceeds will be received by a nonprofit organization. This information may be posted or shared in common areas, employee break areas, or at a personal work station. Anything personal or non-CCA related must be preapproved by the Site Lead and can only be posted for a period no longer than one week.

CCA reserves the right to sponsor certain nonprofit fundraising events. However, employees will not be required to participate.

### **Appearance and Dress**

CCA strives to provide a work environment that is both professional and comfortable for our employees. CCA does not want to implement detailed dress guidelines in order to preserve flexibility and to accommodate differences in style preference and taste. However, each employee's dress, grooming, and personal hygiene should be appropriate to the workplace environment. In general, employees are expected to dress and present themselves in a manner that is customarily acceptable in an office and virtual setting. Athletic wear or gym attire is not considered appropriate attire for a professional setting. Appropriate attire and footwear is expected within our Family Service Centers as well as when virtually conducting work.

Use good judgment when selecting professional attire. When meeting with families/learners and/or external parties or when visitors are expected in the workplace, employees should dress in accordance with the expectations of those individuals.

Employees who are dressed inappropriately may be asked to return home to select suitable attire. At certain School events, employees will be asked to wear CCA attire. For future guidance or if employees have any questions concerning the dress code, they should speak with their immediate Supervisor or a member of Human Resources

### **Employee Conduct While Driving**

Every employee is obligated to commute to their designated family service center to conduct their work at their own expense, and is in no way to be considered an agent of CCA in doing so. If you operate your own vehicle in performing your job, you will be considered completely responsible for any accidents, losses, fines, or traffic violation incurred.

Employees must follow travel procedures as promulgated by the School. "CCA vehicle" is intended to mean any vehicle owned or leased by CCA for School business. Employees who are driving on School business are expected to have a valid driver's license and to conduct themselves in a safe and legal manner.

Requirements for employee conduct while driving on work-related business:

- A current copy of the employee's driver's license and the name and policy number for the Employee's auto insurance carrier may be required at any time. To promote employee safety and to mitigate the high risks and costs associated with the operation of school owned or leased vehicles, Motor Vehicle Record reviews may be performed at any time at the sole discretion of CCA and/or its insurance provider. CCA may revoke an employee's privilege to drive a CCA vehicle at any time in its sole discretion.
- If an employee's license is revoked or suspended for any reason, they must immediately contact and brief their immediate Supervisor. Employees must immediately report to their Supervisor: (a) citations for driving under the influence (DUI), (b) citations in which an injury to others is involved, and (c) "Serious Traffic Offenses", as defined in 75 Pa.C.S. Sec. 3731, et seq., including but not limited to homicide by vehicle, fleeing from a police officer and reckless driving, whether or not they were incurred while driving a CCA vehicle.
- Employees must drive safely and responsibly, comply with all laws governing operation of a motor vehicle, including but not limited to following posted speed limits, practice defensive driving, wear seat belts, and avoid any activity that has the potential to divert

attention from driving safely. Non-hands-free cell phone use, including SMS messaging, is prohibited at all times while driving a CCA vehicle or a personal vehicle while driving on school business.

- If a citation is issued while an employee is driving a CCA vehicle, it should be reported to the employee's immediate Supervisor. Employees are personally responsible for citations received while driving CCA vehicles.
- No CCA vehicles may be operated while under the influence of illegal drugs or alcohol, when too tired to drive safely, or under the influence of prescribed medication where their ability to drive may be impaired. No occupant of any CCA vehicle may ingest alcohol inside the vehicle or be under the influence of any illegal substances while within the vehicle.
- CCA vehicles are intended for use by employees in the conduct of their assigned work responsibilities for and on behalf of CCA. Employees are not permitted to use CCA vehicles for personal business. Employees are not authorized to park CCA vehicles at prohibited establishments.
- Employees' spouses, children, and any other non-employees, are not authorized to drive CCA vehicles. The transportation of learners and/or family members is prohibited except for medical emergencies where other transportation is not available.
- It is the employee/driver's responsibility to assure that CCA vehicles are locked and otherwise secured when not occupied and to have contents reasonably safeguarded.
- All fines and tickets received by an employee while driving a CCA vehicle will be the sole responsibility of the employee/driver who signed out the school vehicle.
- All accidents involving employee/driver while operating a CCA vehicle must be promptly reported to the employee's Supervisor. Such reporting is necessary to assure that all facts of the accident are available should unexpected claims be received at a later date. Employees are responsible to make sure all accidents are reported to the respective local authorities and that information on all personnel and vehicles involved in an accident is recorded and provided promptly to CCA. If an employee or passenger is injured while driving or riding in a CCA vehicle, the employee should contact the Human Resources Benefits Specialist immediately to file an injury report.
- CCA has insurance for damage occurring to CCA vehicles. CCA's liability insurance protects both CCA and an authorized driver against damages resulting from bodily injury and/or property damage occasioned by the authorized use of a CCA vehicle. Employees may be held personally responsible for any damages and claims that arise from failure to comply with this policy or from permitting unauthorized drivers to operate CCA vehicles.
- Employees are required to keep the vehicle clean and in good operating condition at all times. Employees may be required to complete a vehicle pre- and post- inspection checklist. Failure to complete a requested checklist will render the employee personally responsible for any previously unrecorded damage to the vehicle.
- If an employee does not provide a valid driver's license, they will not be permitted to use: CCA vehicles, rent a car under CCA's account, and will not be eligible to submit mileage reimbursement for use of a personal vehicle.

Failure to comply with the above requirements, or other requirements promulgated by the

Director of Facilities, while driving a CCA vehicle may result in disciplinary action, including termination of an employee's use of a CCA vehicle, or termination of employment, at CCA's sole discretion.

### **Work from Home Guidelines**

Under certain exceptional circumstances, employees may be approved to temporarily work from home or location other than a Family Service Center as provided under the attendance section of this handbook. In these situations, the following guidelines must be adhered to at all times. The School reserves the right to revoke work from home arrangements at any time for failure to comply with these guidelines. Supervisors are responsible to affirm compliance as well as to measure performance while an employee is scheduled to work from home.

If an employee fails to perform at a proficient level of service as evaluated by the employee's Supervisor or School Administration, work from home arrangements will be terminated and the employee will be required to report at a Family Service Center as part of a performance improvement plan. Failure to properly comply with guidelines may result in disciplinary action, up to and including termination.

- **Home Work Environment:** Employees are required to establish an appropriate work environment, free from distraction, within their residential home. Employees shall work exclusively from the address registered with Human Resources, and are not permitted to work from other locations, including but not limited to vacation spots, relatives' homes, or friends' residences, unless prior approval is provided by their supervisor and Human Resources.
- **Work Hours:** Employees who work at home are required to work during the same school hours, the same minimum number of hours, and the same calendar as other employees. For teachers, this would be: 8:00-4:00 (or as scheduled with Supervisor); 40 hours per week (with a 30-minute paid lunch); 200 days as defined by the school calendar.
- **Contact Information:** Employees who work from home must provide Human Resources and their Supervisor with their home address and telephone number(s). Any changes in contact information must be immediately reported. Employees who work from home must report any change in work schedule and leaves of absence to their Supervisor and must display their published contact information and daily status for coworkers and families.
- **Communication:** Employees who work from home are required to regularly communicate with their Supervisors. It is incumbent upon the employees to consult with their Supervisors routinely to discuss work expectations and performance, as well as logistical issues that may arise. Failure to effectively communicate with and substantiate performance with the Supervisor will be subject to disciplinary action, including return to a family service center as part of an employee performance improvement plan, or termination.
- **Accessibility:** Employees who work at home must be accessible to learners, supervisors and fellow employees during school hours or during their scheduled work hours as approved by the employee's Supervisor. If an employee will not be available for a period of time greater than one (1) hour during scheduled hours, the employee must notify their Supervisor, and publish status to CCA staff and families. It is expected that employees will routinely check voicemails, return calls, and respond to instant messages

and emails in a reasonable timeframe.

- **Family Service Center Responsibilities:** Employees who work for the allowable percentage of time from home will maintain their designated Family Service Center assignment. Employees must be available to report to their family service center as required, and to attend field trips, great start orientations, State testing, All-School meetings, professional development sessions, etc. as required by the School. All transportation costs to commute to the Family Service Center will be the responsibility of the employee. All requests to modify a reporting schedule as well as change their assigned Family Service Center, must be approved by Human Resources prior to the change occurring.
- **Evaluation:** Evaluation of an employee's performance while working at home may include daily interaction by phone, video conferencing, and email. Written work logs may be requested by the supervisor. Evaluations will be similar in content and frequency to the evaluations received by employees at the assigned family service center location.
- **Confidentiality:** Employees who work from home must take steps to protect confidential information regarding the School and its families. Employees should safeguard school property; use locked file cabinets and desks; practice regular password maintenance; conduct technology safeguards; and take other steps, as appropriate and as required by the School administrators.
- **Contact with Learners and Other Individuals:**
  - **Telephone Numbers:** All teacher Telephone numbers should be answered professionally and by the employee only. All work numbers should have a professional voicemail message. It is the employee's responsibility to ensure the safety and security of that phone line.
  - **Home Office:** Employees who work at home are prohibited from granting access to their home work location to learners, potential learners, their families or caregivers.
- **Child/Dependent Care:** Working at home should not be used as a means of providing and/or replacing child/dependent care. The purpose of the work from home arrangement is to accommodate employee ADA plans, to alleviate CCA facility limitations, and to provide employees with a work environment that meets the School's operational needs. Employees working from home may **NOT** act as primary caregivers for dependents during working hours. Dependents may be present in the employee's home; however, the dependents must not require the employee's attention during normal work hours. CCA reserves the right to request proof of child care arrangements. Any deviation from this requirement may be subject to disciplinary action, including termination.
- **Expenses:**
  - **Travel:** Employees who work from home are still required to commute to the assigned Family Service Center as required by the School and/or the employee's Supervisor at the (commuting) cost of the employee.
  - **Home Office:** Employees are responsible for all costs and expenses associated with the setup of a home workspace, such as costs associated with technology, remodeling, furniture, lighting, repairs, modifications, etc.
  - **Costs and Liability:** Repair, upgrading and/or replacement costs and liability for employee-owned equipment and furniture used during the work from home arrangement is the responsibility of the employee.
  - **Supplies and Mail:** Employees who work from home may request supplies and postage through their assigned Family Service Center.



- **Terminating a Work from Home Arrangement:** CCA reserves the sole discretion and right to discontinue a work from home arrangement at any time, with or without prior notice.

### **Use of and Participation in Social Media**

CCA believes in utilizing social media sites to foster online collaboration and share what we do, but we expect our employees to do so responsibly. As these online communication platforms continue to evolve, so will our policies. We want employees to speak freely, but also, professionally and responsibly. This policy is focused on social media activities inside or outside of work that could affect work performance, the performance of other employees, or the School's interests. The policy provides standards for employees who choose to contribute to blogs, wikis, social networks (Facebook, Instagram, X (formerly Twitter), etc.), virtual worlds, user-generated audio and video (YouTube), or other social media. Remember that our rules of conduct apply to all online activities.

The School discourages teachers from sharing personal information with learners and their families through social networking sites. It is not appropriate for teachers to deviate from their professional role with learners at any time. If teachers choose to interact with learners through social networking sites, they are to use filters and other mechanisms to preserve the professional nature of the learner-teacher relationship. While such precautions might limit a learner's access to your personal information, you may still have access to the personal information of a learner. In such a case, you must be aware of the fact that information you learn about learners through these networking sites may trigger your duty under applicable law to report suspected abuse, neglect or other conduct to the authorities.

### **Substance Abuse**

CCA is committed to maintaining a safe, healthy and efficient working environment for our employees and the families we serve. Therefore, the School requires a drug-free workplace. Employees are strictly prohibited from misusing controlled substances, intoxicants, inhalants, alcohol and prescription drugs, or purchasing, selling, manufacturing, distributing, possessing, or working under the influence of illegal substances. Employees are also prohibited from consuming alcohol or other intoxicants in the presence of any learners or families enrolled in School or attending a School function.

Employees who take over-the-counter or prescribed medication are responsible for being aware of any adverse effect the medication may have on the performance of their duties, and must promptly report to their Supervisor if the use of the medication might impair their ability to perform their job safely and/or effectively. Depending on the circumstances, employees may be reassigned, forbidden to perform certain tasks, or even prohibited from working if they are judged unable to perform their jobs safely and/or properly while taking prescribed medication. It is a violation of this policy for any employee to take over-the-counter or prescribed medication contrary to its proper use.

Employees may not use CCA property and equipment, use a CCA vehicle, or use their own personal vehicle in the performance of their job responsibilities while under the influence of illegal drugs, intoxicants, inhalants, or quantities of alcohol above legal limits. Contact your Supervisor if you are aware of illegal activity at your workplace. You are required to cooperate fully with Human Resources Department if you are involved in substance abuse investigations. Employees who are referred for treatment and do not remain drug/alcohol free, and/or perform unsatisfactorily on the job, may be subject to termination.

**Searches:** CCA reserves the right to carry out searches of employees and their property, including desks, work areas, files, lockers, bags, or other personal belongings (including vehicles), while at a family service center or while carrying out any work-related event, if

there is a valid reason for such a search.

**Drug and Alcohol Testing:** CCA may require pre-employment testing, reasonable cause testing, post-accident testing, unannounced random testing, and follow-up testing.

**Employee Assistance and Rehabilitation:** CCA encourages any employee with a drug, substance or alcohol abuse problem to seek treatment voluntarily. In the case of a positive drug or alcohol test result or a violation of this substance abuse policy, the School reserves the right to determine whether to allow the employee an opportunity to be placed in or enter into a rehabilitation program agreement as an alternative to termination. No employee will be subject to disciplinary action solely for acknowledging a drug or alcohol problem and seeking treatment for the problem prior to violation of provisions of the substance abuse policy. Under an employee assistance and rehabilitation program, the employee will, among other things, be required to successfully complete and provide appropriate verification of successful completion in an alcohol/drug treatment program prior to returning to work.

**Confidentiality:** The results of any drug or alcohol test conducted, as well as participation and/or completion in an employee assistance and rehabilitation program pursuant to this Substance Abuse Policy shall be kept confidential to the extent possible. Test results shall not be disclosed to any other employees or any other persons, except to persons to whom disclosure is necessary.

### **Tobacco Use**

In an effort to provide and maintain a safe and healthy work environment for all employees, CCA prohibits tobacco use, smoking or vaping (of any kind) on all School property (owned or leased, including reception areas, restrooms, common areas), including vehicles owned or leased by CCA, as well as at any School event. This policy applies to employees, visitors, contractors/consultants, learners, family members, etc.

### **Employees Who Work with Children**

It is CCA's policy to ensure the safety and well-being of all children enrolled in or participating in activities sponsored by our School, and to report suspected cases of child abuse and neglect consistent with the requirements of state law. Additionally, CCA will not knowingly place a learner in contact with an employee who has been accused and/or convicted of crimes against children, child abuse, or child neglect. We ensure that individuals who come into contact with children have passed appropriate background screening measures. All CCA employees should work to maintain a learning environment that is respectful of learners.

**Child Abuse:** Educational employees are responsible for being alert to possible abuse or neglect. The School provides training to employees who interact with children which includes guidelines for identifying and procedures for reporting any suspected child abuse or neglect. Employees must comply with the established procedures and the applicable laws.

**Non-Fraternization:** School employees are strictly prohibited from engaging in personal relationships with learners that are or appear to be outside the scope of a professional relationship. Employees who violate this policy may be subject to reporting to law enforcement authorities if the conduct is believed to constitute a crime or other prohibited activity under State or Federal law. In addition, the parents/guardians of the learner involved will be notified of the learner's involvement and the actions taken.

**Home Visits and Transportation of Learners:** An educator may be permitted to visit the home of a learner if a learning coach is present. Prior to such a visit, an employee must gain

their Supervisor's approval. Further, an educator conducting a home visit must do so with at least one other employee in attendance. Employees are strictly prohibited from providing transportation to learners for any purpose, unless an exception is approved in cases involving extraordinary circumstances.

**Actions in the Presence of Children and Families:** The following are prohibited actions in the presence or view of learners or families:

- Smoking or using tobacco products
- Consuming alcohol or other intoxicants
- Using profanity, inappropriate language, or language that could be perceived as offensive by others

**Inappropriate Physical Contact with Children:** Employees may not engage in physical contact with a child that is or is perceived to be unlawful, harmful, sexual, offensive, unwelcome (by the family and/or by the learner) or in any way inappropriate. Additionally, educators must adhere to the requirements set forth in the Pennsylvania Code of Professional Practice and Conduct for Educators, as well as Pennsylvania criminal statutes regarding offenses against the person, against property, against the family or against the public.

Any employee who interacts with learners in the course of their job should be familiar with and comply with the policies approved by the Board of Trustees and the guidelines contained within this Handbook and the Learner Handbook. Any violation of the above requirements, as well as any requirements promulgated by the Leadership of CCA as it pertains to treatment of learners, will not be tolerated. Any employee who violates these policies may receive disciplinary action up to and including termination of employment.

### **Whistleblower and Non-Retaliation**

A whistleblower as defined by this policy is an employee who reports, in good faith, an activity that they consider to be illegal or dishonest to one or more Supervisors of the employer. Examples of illegal or dishonest activities are violations of Federal, State or local laws; billing for services not performed or for goods not delivered; and other fraudulent financial reporting. A report is made in good faith if it is made without malice or consideration of personal benefit and is one which the person making the report has reasonable cause to believe is true.

If an employee has knowledge of or a concern of illegal or dishonest fraudulent activity, the employee is to contact the Executive Vice President of Operations. An employee who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination.

The confidentiality of the whistleblower will be maintained to the extent that is reasonable and/or required by law. However, identity may unavoidably have to be disclosed to conduct a thorough investigation, to comply with the law and to provide accused individuals their legal rights of defense. CCA prohibits retaliation against a whistleblower who is protected by law. No employee will be retaliated against for reporting in good faith potential violations of any policy, or for filing, testifying, assisting with, or participating in any investigation, proceeding, or hearing conducted by the School or by a Federal or State enforcement agency. Prohibited retaliation includes, but is not limited to, demotion, suspension, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions, or otherwise denying an employment benefit.

Any individual who retaliates or attempts to retaliate will be subject to appropriate

disciplinary action, up to and including termination of employment. If you feel that you have been retaliated against, you should report this in writing to the Executive Vice President of Operations.

It should be noted that frivolous complaints that have no merit upon investigation or which are made in bad faith will not protect the employee against further disciplinary action up to and including termination.

## **CONFIDENTIAL INFORMATION POLICIES**

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### **Family Educational Rights and Privacy Act (FERPA)**

CCA employees are subject to the requirements of the Federal Family Educational Rights and Privacy Act (FERPA). Employees are responsible for reviewing the applicable requirements and only disclosing any learner information if specifically required by regulation and when such disclosure is permitted by FERPA. Additionally, employees are never permitted to remove any FERPA-protected information from school property in print or electronic form except for legally permitted purposes and when specifically authorized by a Supervisor. The failure to comply with these requirements may result in legal liability to Commonwealth Charter Academy and in disciplinary action against the offending employee.

### **Protecting Technology Information**

Each CCA employee has a personal and professional responsibility to protect any information which may be confidential employee (HIPAA or other) or learner (FERPA or other) information, or information that is confidential or proprietary to CCA.

Employees are prohibited from using personal email accounts such as Gmail, to conduct CCA business and may only use CCA email accounts and servers for CCA business. As a user of CCA technology, you must comply with the following:

- Personally, identifiable information that includes social security or financial account numbers must not be stored locally on a laptop or other removable media such as USB and flash drives unless the data is encrypted and password protected.
- Laptops and other electronic devices such as smartphones that receive School emails must be password protected in case the device is lost or stolen. All electronic devices must be locked when not in physical possession or use by an employee.

Any failure to comply with the above requirements, or other requirements promulgated by the Senior Vice President of Technology, will be considered a serious breach of responsibility and may be subject to disciplinary action, including termination of employment.

### **Confidential and Proprietary Information; Intellectual Property**

Employees are responsible for limiting disclosures of confidential and proprietary information solely to those individuals who need to know the information in order to perform their job responsibilities for the benefit of the School. This applies to disclosures made both during and after employment with CCA.

Confidential and proprietary information belonging to or protected by CCA includes, but is not limited to: data; know-how; contracts; trade secrets; processes and procedures; operations; business plans; outreach strategies and techniques; handbooks and manuals; research; reports of consultants; legal counsel advice and communications; privileged communications of any type; business relationships; business opportunities; employment relationships; intellectual property; vendor information and vendor trade secrets and intellectual property; finances; and other business information.

Employees must conspicuously label confidential information with the applicable classification notice (for example, "Commonwealth Charter Academy - Confidential"). In addition, all confidential information must be safeguarded and kept secure and disposed of in a secure manner (subject to records retention requirements).

Under Federal and State Copyright Law and Trademark Law, and under CCA policy, any copyrightable material or concepts or ideas, or material that may be otherwise protected as intellectual property, that is produced or conceived by an employee of CCA, and that relates in any way to the employee's job responsibilities, to CCA's educational or business operations or to the expected scope of employment, are the property of CCA. Such materials are considered to be "works made for hire" and any attempt to divert, utilize or exploit such materials for the benefit of the employee or any other individual or entity is strictly prohibited and may lead to disciplinary action and/or to the initiation of legal action by or on behalf of CCA.

Teachers and other personnel are encouraged to contribute instructional materials and methods that they have developed during their employment for use by the broader CCA community. Such materials may be edited or formatted by others at CCA and are considered to be the property of CCA, for the benefit of the CCA learning community.

### **External Inquiries**

Any employee who receives an external inquiry or a request for documents from a regulatory or legal authority or from the press, or who receives an inquiry concerning information that is not normally provided in the employee's course of their employment, such as an employee reference request, should refer such inquiry as follows:

- Refer all media and government agency inquiries to the Senior Vice President of Outreach and Government Relations.
- Refer all inquiries from lawyers to the CEO's Office.
- Refer all news reporter inquiries to the Senior Vice President of Outreach and Government Relations.
- Refer all employment references or employment verification requests to Human Resources, and external inquiries to the Senior Vice President of Outreach and Government Relations.

### **Personnel Files**

An employee's personnel file consists of physical documentation as well as electronic information stored on the Human Resources Information System. The original information in your personnel file will be kept secure in Human Resources.

An employee may request to view their personnel file, while employed at CCA. The request must be made in writing to Human Resources. The file will be made available to the requesting employee within a reasonable amount of time and during normal business hours. Medical information will be protected under a separate employee medical file.

## WORKPLACE SAFETY AND SECURITY POLICIES

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### Workplace Safety

All employees must practice safety awareness by reporting unsafe conditions to their Site Lead, Supervisor, and/or the Director of Facilities. If the concern poses a serious condition of concern, contact should be immediate. Serious emergencies warrant contacting emergency response by calling 911.

Be alert for tripping or slipping hazards or hazards from falling objects. Practice safety around the office by not using, adjusting, or repairing machines and equipment if you are not trained, authorized and qualified to do so. Keep walking areas clear of carts, boxes and other obstacles. Be familiar with our emergency action plans and report all injuries, illnesses, and accidents that are sustained while performing School-related work or while on our property to your Supervisor and the Human Resources Benefits Specialist immediately, no matter how minor.

### Security

CCA will not be liable for the loss, theft, or damage of any personal property brought onto our premises, or for fire, theft, damage, or personal injury involving employee automobiles, their contents, or occupants. The School reserves the right to inspect and search all areas of our premises at any time without notice and to question individuals on our premises concerning safety and/or security matters. Furthermore, in order to promote the safety of employees and School visitors, as well as the security of our facilities, CCA may conduct video surveillance of any portion of our premises at any time, the only exception being private areas such as restrooms.

Security inspections, searches and investigations can include, without limitation, examining offices, computers, electronic files, files (including file cabinets, desks, closets, storage areas), restrooms, and all other areas of our facilities and premises as well as the person, vehicles, purses, packages, parcels, and other containers of individuals entering, leaving, or located on School property. CCA may conduct these investigations, inspections, and searches to detect illegal or unauthorized drugs and drug paraphernalia, alcohol, weapons, removal of School property, or for other reasons at our discretion. For these reasons, the School keeps duplicates of all keys issued to employees.

CCA reserves the right to access and inspect any personal computer or related device if such equipment is used to conduct School business.

Your assistance with our efforts to provide for a safe working environment—including your authorization to conduct security inspections or cooperation with School security inspections—is expected as a condition of your continued employment and is appreciated. CCA reserves the right to occasionally review “swipe” records at buildings where key cards are used for access as well as to question employees about office entry/exit at abnormal hours.

**Workplace Violence Prevention:** CCA does not tolerate acts of workplace violence or other unlawful conduct committed by or against employees, business associates, or learners and families. The School prohibits employees from making threats or engaging in violent or unlawful acts.

**Firearms and weapons:** In an effort to provide and maintain a safe work environment for all employees, CCA prohibits the possession of firearms and weapons of any kind on all School property (owned or leased, including reception areas, restrooms, common areas), including vehicles owned or leased by CCA, as well as at any School event. This policy applies to employees, visitors, contractors/consultants, learners, family members, etc.

**Security Practices:** Never hesitate to call 911 if confronted with a potentially violent situation. It is better to have called 911 unnecessarily than not to have the police available when a threatening situation turns violent.

Never attempt to physically restrain or physically remove a threatening or violent individual by yourself. Doing so puts you in danger and leaves you and us vulnerable to possible lawsuits.

Always report violent, threatening, harassing or suspicious behavior, as well as any suspicious packages to your Supervisor, the Site Lead as well as to the Facilities Department.

**Responding to Threats:** If you are the recipient of a threat against the School, our facilities, our learners, or employees (including yourself), you are required to report such incident immediately. Please use the following guidelines for dealing with threats.

If you receive a threatening call, report the incident to your Supervisor and/or Human Resources immediately, noting that the caller is on the phone and that a threat is being made. Note the caller's phone number from your phone's caller ID.

If you receive a threatening email, immediately forward the e-mail to your Supervisor and Human Resources.

If a threat is received through the mail, notify your Supervisor and Human Resources immediately. Save the letter and the envelope and handle them as little as possible, and, if possible, do not handle suspicious packages. If you find a suspicious item (package, box, briefcase, etc.) that does not belong in your area, immediately notify the Site lead and the Facilities Department.

For any serious in person threat, please call 911 immediately.



# PROPERTY/EQUIPMENT and TECHNOLOGY/COMMUNICATION SYSTEM POLICIES

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## Property and Equipment

CCA tangible and intangible property and equipment is not for personal use and may not be removed from the premises without expressed permission. CCA reserves the right to access and search all equipment, computer systems, electronic communication systems, and telephones which are assigned to be used for School purposes.

### **Lost, Stolen, or Damaged Equipment:**

- Lost technology equipment should immediately be reported to the Senior Vice President of Technology.
- Any equipment deemed to be stolen must be immediately reported to the police. After contacting the police, the employee should immediately contact the Senior Vice President of Technology with the police report number.
- Any technology equipment that is damaged due to personal accident (fire, auto accident, etc.) should be reported to the employee's insurance company, and the claim number should be reported to the Senior Vice President of Technology.
- Any technology that is damaged due to "normal" wear and tear should be reported to the helpdesk as soon as possible. If there are excessive replacements/repairs (more than 2 replacements/repairs in one school year) the employee may be responsible for the cost of the replacement/repair.
- Any staff member who intentionally or through gross negligence damages or destroys a device (e.g., submerged in water) can be subject to discipline for policy violation.

**Equipment Return:** In the event of retirement, resignation, or termination the employee should coordinate the return of all CCA technology with their Supervisor. Technology should not be returned prior to the last day of work.

## Acceptable Use of Technology

By using the CCA's hardware, software, and network systems, you assume personal responsibility for their appropriate use and agree to comply with this policy and other applicable School policies, as well as Federal, State and local laws and regulations.

**Software:** All software acquired for or on behalf of the School or developed by employees or contract personnel on behalf of the School is and shall be deemed School property. All such software must be used in compliance with applicable licenses, notices, contracts, and agreements. Under no circumstances should any user install or download any software onto a School-owned computer without specific permission.

**Licensing:** CCA is responsible for enforcing all applicable licenses, notices, contracts, and agreements for software that is used on School computers. Unless otherwise provided in the applicable license, notice, contract, or agreement, any duplication of copyrighted software, except for backup and archival purposes, may be a violation of federal and state law. CCA must strictly enforce license compliance because any violation by a user may still cause us to be liable for the consequences of such violation.

**Hardware:** All hardware devices acquired for or on behalf of the School or developed by employees or contract personnel on behalf of the School is and shall be deemed the School's property. All such hardware devices must be used in compliance with applicable licenses, notices, contracts, and agreements.

### **Acceptable Use of Communication Systems**

As a productivity enhancement tool, the School encourages the use of electronic communications (including phone, voicemail, email, webmail, message boards, instant messaging, and fax). Electronic communications systems and all messages generated on or handled by electronic communications systems, including back-up copies, are considered to be the property of the School, and are not the property of users of the electronic communications services.

The School's electronic communications and telecommunications systems generally must be used only for CCA activities. Incidental personal use is permissible so long as: It does not preempt any School activity; Your Supervisor is aware of your intended non-business usage; It does not consume more than a trivial amount of time and/or resources; and, it does not interfere with staff productivity.

Users are prohibited from using School electronic communications and telecommunications systems for charitable endeavors, private business activities, or amusement/entertainment purposes. Employees are reminded that the use of School resources, including electronic communications and telecommunications systems, should never create either the appearance or the reality of inappropriate use.

**Message Boards:** Postings by employees, teachers or other individuals who are not the learning coaches for currently enrolled learners will be limited to comments relating to the program or other School-related activities. Further, such postings should be limited to those necessary to answer posted questions, to assist with identified problems or to gather parent input on proposed program changes or other school topics.

**Webmail/Outlook Email:** Webmail/Outlook email can be used for communication on personal matters (such as hobbies, books, mutual interests etc.) so long as care is used in making statements that are an expression of personal opinion that could be viewed as being detrimental to the School; or as statements of School policy; or comments that are political or religious in nature. A good common-sense test is to ensure that anything that is written in a webmail could be printed in a public newspaper and not be viewed as controversial or inappropriate.

Emails that are sent using the School email system are the property of the employer and may be viewed by members of administration or others with administrative rights to the system.

**Telephone Use:** CCA phones may be monitored or recorded to ensure quality of service.

**Personal Electronic Device Use:** CCA recognizes that mobile phones and electronic devices are now an integral part of the daily lives and culture of many of the school's employees. CCA further recognizes that electronic devices are helpful to many employees to successfully execute their job duties. If an employee's electronic device utilizes CCA's Internet connection or is connected to any CCA-owned technology resources, the CCA's Acceptable Use Policy applies. There is nothing in this handbook that shall affect the ability of employees to use an electronic device because of the employee's urgent health or safety needs, or those of their family, or in the event of an emergency. However, while at work, employees are expected to exercise discretion in using personal cellular phones. Personal calls during the work hours,

regardless of the phone used can interfere with employee productivity, safety and may be distracting to others. When at all possible, employees are encouraged to make personal calls during breaks.

**User Accountability:** Regardless of the circumstances, your individual user account passwords must never be shared or revealed to anyone else. This includes logging into a School resource as yourself in order to allow another user to access those resources. If another user does not have access to a resource and asks you to log in for them, you should deny the request.

**No Guaranteed Message Privacy:** CCA cannot guarantee that electronic and telephone communications will be private. Employees should be aware that electronic and telephone communications could, depending on the technology, be forwarded, intercepted, printed, and stored by others. Furthermore, others may require access to electronic and telephone communications in accordance with this policy.

**Incidental Disclosure:** It may be necessary for CCA staff to review the content of an individual employee's communications during the course of an investigation or problem resolution. CCA staff may not review the content of an individual's communications out of personal curiosity or at the behest of individuals who have not gone through proper approval channels.

**Message Forwarding:** Recognizing that some information is intended for specific individuals and may not be authorized or appropriate for general distribution, electronic communications users should exercise caution when forwarding messages.

**Remote Access Policy:** Remote access is a generic term used to describe the accessing of our computer network by individuals not located at a Family Service Center. CCA provides several options for access to school resources. This remote access may be required for traveling employees, employees who regularly work from home, or employees who work both from the office and from home. Participation as a remote access user may not be possible for every employee. Remote access is meant to be an alternative method of meeting School needs. CCA may refuse to extend remote access privileges to any employee or terminate a remote access arrangement at any time. The School will bear no responsibility if an employee chooses to use personal equipment to perform work duties. The employee is solely responsible for backing up data on their personal machine before beginning any School work. At its discretion, the School will disallow remote access for any employee using a personal home computer that proves incapable, for any reason, of working correctly with the School-provided software, or being used in a production environment. There are several key requirements that an employee must meet before gaining remote-access privileges to our School resources.

**Personally Identifiable Information:** All documents such as spreadsheets, word documents, etc., with Personally Identifiable Information (information which can be used to distinguish or trace an individual's identity, such as their name, social security number, date and place of birth, etc.) should be stored on OneDrive; they should not be stored on local disks or in personal cloud storage.

## EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

***I acknowledge that:***

I have been advised that Commonwealth Charter Academy has an employee handbook which sets forth various procedures, rules and policies regarding my employment by the school.

I understand that I have access to and can obtain a copy of the employee handbook for review at any time online or by contacting the CCA Human Resources Department or my Supervisor.

I understand and agree that I am responsible for knowing and understanding its contents and abiding by the procedures, rules and policies set forth in the employee handbook.

I understand that the employee handbook does not create a contract of employment, either express or implied, or a guarantee of any benefit, and that it contains only a summary of benefits and an overview of policies and procedures.

I understand that all employment policies, practices, wages and benefits, whether they are in the employee handbook or not, may be unilaterally changed, amended, modified, reduced, or discontinued at any time at the School's sole judgment and discretion.

I understand that any amendment of the employee handbook will always govern and supersede any prior versions.

I understand, in accordance with the employee handbook policies, that if I should have questions or concerns regarding my terms of employment or working conditions, I should contact the CCA Human Resources Department or my Supervisor.

I have read and understand this handbook and I agree to abide by all procedures, rules, and policies as well as immediately report any perceived violations to my Supervisor and/or the CCA Human Resources Department.

I understand that the School has the right to use disciplinary action for any violation or perceived violation contained in the employee handbook.

I understand that the details of any benefits available to me as an employee and any of my dependents are contained in the CCA Benefits Guide.

I agree that my employment continues to be at-will and for no definite duration, that I can terminate my employment at any time, with or without cause or notice, and that the employer reserves the right to do the same.

I recognize that I may be required to re-acknowledge the contents of the handbook upon request by CCA.

Employee Name (Please Print): \_\_\_\_\_

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Commonwealth Charter Academy		115220002
<b>Address 1</b>		
1 Innovation Way		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Harrisburg	PA	17110
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Thomas Longenecker		[REDACTED]
<b>Single Point of Contact Name</b>		
Dana Moreno		
<b>Single Point of Contact Email</b>		
[REDACTED]		
<b>Single Point of Contact Phone Number</b>		<b>Single Point of Contact Extension</b>
412-530-1340		[REDACTED]
<b>Principal Name</b>		
Thomas Longenecker		
<b>Principal Email</b>		
[REDACTED]		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
717-710-3300		
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
Trevor Saylor		[REDACTED]

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Roberto Datorre	Executive Vice President of Operations	CCA	
Rachel Booth	Teacher	CCA	
Lauren Ford	Teacher	CCA	
Kim Jones	Teacher	CCA	
Dr. Stephanie McHugh	District Level Leaders	CCA	
Dr. Dana Moreno	District Level Leaders	CCA	
Joanna Shelly	District Level Leaders	CCA	
Michelle Orcutt	District Level Leaders	CCA	e
Zachary Welter	Teacher	CCA	
Trevor Saylor	Other	IU15	
Jessica Bylina	Administrator	CCA	
Ken Edwards	Principal	CCA	
Christina Jackson	Administrator	CCA	
Mary Geesaman	Teacher	CCA	
Jana Honey	Administrator	CCA	
Dr. Thomas Schaaf	Administrator	CCA	
Abigail Saul	Teacher	CCA	
Kelly Sweeney	Teacher	CCA	
Megan Yekel	Teacher	CCA	
Dr. Nicole Smith	District Level Leaders	CCA	
Jaclyn Wise	Administrator	CCA	
Ivan Moreno	Parent	Caretaker of CCA Learners/Parent	
Elizabeth Jackson	Student	CCA High School Student	
Michelle Roberts	Community Member	Community Member	
Bob Arent	Community Member	Steel City ATA Business Owner	
Andrea Azzalina	Administrator	CCA	e
Chapree Pagliari	Staff Member	CCA	
Christa Oister	Staff Member	CCA	
Abby Frisch	Teacher	CCA	
Carla Cyrus	Teacher	CCA	
Cody Derr	Staff Member	CCA	
Brian Lewandowski	Teacher	CCA	
Caitlin Simpson	Teacher	CCA	
Cortney Billet	Teacher	CCA	

Cynde Pizur	Staff Member	CCA	
Danielle Holly	Staff Member	CCA	
Jim Alex	Administrator	CCA	
Kari Wolfe	Staff Member	CCA	
Lauren Yost	Administrator	CCA	
Jennifer Hensel	Teacher	CCA	
Dotti Wood	Teacher	CCA	
Kayla M. Smith	Administrator	CCA	
Krystal Barr	Staff Member	CCA	
Emily Sattler	Staff Member	CCA	e
Heather Herche	Staff Member	CCA	
Matt Walters	Teacher	CCA	
Steph Michael	Administrator	CCA	
Zach Bitting	Teacher	CCA	
William McCoullum Jr	Teacher	CCA	
Pete Joseph	Teacher	CCA	
Nicole McMahan	Teacher	CCA	e
Becky Smolens	Administrator	CCA	
Whittni Shaffer	Teacher	CCA	
Vinny Termin	Administrator	CCA	



## LEA Profile

Established in 2003, Commonwealth Charter Academy Cyber Charter School (CCA) is an accredited public cyber charter school that serves more than 28,000 students and their families from kindergarten to grade 12 across Pennsylvania. CCA is dedicated to providing a personalized learning experience that involves the entire family, equipping students with the skills they need to thrive academically and in life.

With a wide-ranging student body, CCA serves learners from diverse backgrounds residing in all 67 counties of Pennsylvania. Nearly 60% of the student population at CCA comes from economically disadvantaged backgrounds, reflecting a rich tapestry of racial and ethnic diversity. Notably, around 30% of students are eligible for special education services through an Individualized Education Program (IEP), underscoring CCA's commitment to inclusivity. Additionally, the school has also seen a significant increase in its English Learner (EL) population, with over 900 EL students choosing CCA for their educational needs.

The team at Commonwealth Charter Academy (CCA) comprises over 2,000 dedicated professionals, including more than 1,500 passionate teachers committed to delivering educational excellence. These educators bring diverse expertise and a love for teaching, creating a supportive virtual learning environment where students thrive and grow. By collaborating with families and staff, they ensure a holistic educational experience that supports students academically and socially.

Moreover, CCA operates 13 Family Service Centers (FSC) where students and families can access various resources and support services, including tutoring, special education services, field trips, clubs, and enrichment activities both at the centers and in their local communities. Committed to maintaining equity throughout the commonwealth in terms of community-based support, CCA has plans to open additional FSC locations and expand community-based scholastic and social opportunities for learners and families.

Furthermore, as a school dedicated to "Career Readiness," CCA offers career-focused programs and resources to prepare students for the workforce. Through partnerships with businesses and industry experts, students have opportunities for internships, job shadowing, and career exploration to gain valuable real-world experience. This emphasis on career preparation sets CCA apart in providing a comprehensive educational approach that equips students with the skills and knowledge needed for success beyond graduation.

## Mission and Vision

### **Mission**

To deliver a personalized learning experience that engages the entire family and prepares learners to succeed in school and in life.

### **Vision**

Transforming today's learners into tomorrow's leaders, one learner at a time.

## Educational Values

### **Students**

Learners actively participate in course work and extracurricular opportunities to help shape how CCA delivers personalized education. Furthermore, CCA learners thrive and are better prepared for success after graduation.

### **Staff**

CCA's highly qualified teaching staff offer daily asynchronous and synchronous learning opportunities to students. Staff also serve families and learners by personalizing courses and experiences to allow them to grow and thrive. Additionally, CCA's curriculum is always evolving and growing. The latest developments and best practices in education are monitored and incorporated into lessons.

### **Administration**

Create a systemic infrastructure and environment to foster opportunities that allow learners and families to grow inside and outside of School.

### **Parents**

Be an active participant in their learner's education that is fostered and encouraged by teachers and staff.

### **Community**

Work with CCA to create opportunities and experiences that supplement in-school learning and interests. Through CCA's family service model, learners should enjoy success in school, land great jobs in their field of choice and give back to the communities in which they live, work and play.

### **Other (Optional)**

CCA is a family service organization with deep expertise in education. Family Mentors work with new and struggling families to aid in a successful transition to cyber education. Peer mentors provide support for Students.

## Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	True 6
True 7	True 8	True 9	True 10	True 11	True 12	

## Review of the School(s) Level Performance

### Strengths

Indicator	Comments/Notable Observations
CCA learners demonstrated an average academic growth score (PVAAS) of 77 in the area of Science/Biology, which meets the statewide growth standard of 70.	Increased enrollment and state assessment opt-outs by families impact the reliability of state assessment data in terms of measuring CCA learner growth and overall programmatic success.
CCA learners demonstrated an average academic growth score (PVAAS) of 50 in the area of Mathematics/Algebra, and while that score does not meet the statewide growth standard of 70, it has remained consistent despite the increased challenges due to growing enrollment.	Increased enrollment and state assessment opt-outs by families impact the reliability of state assessment data in terms of measuring CCA learner growth and overall programmatic success.
CCA learners demonstrated an average academic growth score (PVAAS) of 50 in the area of English Language Arts/Literature, and while that score does not meet the statewide growth standard of 70, certain student subgroups (EL and 2 or more races) demonstrated academic growth compared to previous years.	Increased enrollment and state assessment opt-outs by families impact the reliability of state assessment data in terms of measuring CCA learner growth and overall programmatic success.
90.8% of students maintained regular attendance compared to the statewide average of 73.9%	

### Challenges

Indicator	Comments/Notable Observations
Approximately 13.8% of eligible CCA learners demonstrated proficiency in the area of English Language Arts/Literature on the PSSAs or Keystones.	Increased enrollment and state assessment opt-outs by families impact the reliability of state assessment data in terms of measuring CCA learner growth and overall programmatic success.
Approximately 5.4% of eligible CCA learners demonstrated proficiency in the area of Mathematics/Algebra on the PSSAs or Keystones.	Increased enrollment and state assessment opt-outs by families impact the reliability of state assessment data in terms of measuring CCA learner growth and overall programmatic success.
Approximately 16.5% of eligible CCA learners demonstrated proficiency in the area of Science/Biology on the PSSAs or Keystones.	Increased enrollment and state assessment opt-outs by families impact the reliability of state assessment data in terms of measuring CCA learner growth and overall programmatic success.

HS Graduation rate is 64.3% (4-year cohort) and 70.3% (5-year cohort) based on 22-23 PDE-provided graduation rates.	Many students who join CCA as high school learners enroll significantly behind in terms of credits and are already out of cohort.
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## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<p><b>Indicator</b> Students represented in the students with disabilities subgroup increased in the percentage scoring proficient/advanced in English Language Arts/Literature, Mathematics/Algebra and Science/Biology state assessments.</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Data obtained from the Future Ready PA Index.</p>
<p><b>Indicator</b> English Learners grew in terms of working toward meeting the annual academic growth expectation in Mathematics/Algebra.</p> <p><b>ESSA Student Subgroups</b> English Learners</p>	<p><b>Comments/Notable Observations</b> Data obtained from the Future Ready PA Index.</p>
<p><b>Indicator</b> There was an increase in academic performance (PVAAS) by the subgroup of Black learners in the areas of Mathematics/Algebra.</p> <p><b>ESSA Student Subgroups</b> African-American/Black</p>	<p><b>Comments/Notable Observations</b> Data obtained from the Future Ready PA Index.</p>
<p><b>Indicator</b> There was an increase in academic performance (PVAAS) by the subgroup of Hispanic learners in the area of Mathematics/Algebra.</p> <p><b>ESSA Student Subgroups</b> Hispanic</p>	<p><b>Comments/Notable Observations</b> Data obtained from the Future Ready PA Index.</p>
<p><b>Indicator</b> Students represented in the Asian subgroup increased in the percentage scoring proficient/advanced on Science/Biology state assessments, increasing from 24.1% to 31.6%.</p> <p><b>ESSA Student Subgroups</b> Asian (not Hispanic)</p>	<p><b>Comments/Notable Observations</b> Data obtained from the Future Ready PA Index.</p>
<p><b>Indicator</b> Students represented in the economically disadvantaged subgroup increased in the percentage scoring proficient/advanced in English Language Arts/Literature, Mathematics/Algebra and Science/Biology state assessments.</p> <p><b>ESSA Student Subgroups</b> Economically Disadvantaged</p>	<p><b>Comments/Notable Observations</b> Data obtained from the Future Ready PA Index.</p>
<p><b>Indicator</b></p>	<p><b>Comments/Notable Observations</b></p>

<p>Students represented in the multi-racial subgroup increased in the percentage scoring proficient/advanced in English Language Arts/Literature, Mathematics/Algebra and Science/Biology state assessments</p> <p><b>ESSA Student Subgroups</b> Multi-Racial (not Hispanic)</p>	<p>Data obtained from the Future Ready PA Index.</p>
<p><b>Indicator</b> Students represented in the white subgroup increased in the percentage scoring proficient/advanced in English Language Arts/Literature, Mathematics/Algebra and Science/Biology state assessments.</p> <p><b>ESSA Student Subgroups</b> White</p>	<p><b>Comments/Notable Observations</b> Data obtained from the Future Ready PA Index.</p>

### Challenges

<p><b>Indicator</b> The subgroup of Students with Disabilities did not meet or exceed the interim target in the areas of ELA/Literature, Mathematics/Algebra, and Science/Biology.</p> <p><b>ESSA Student Subgroups</b> Students with Disabilities</p>	<p><b>Comments/Notable Observations</b> Data obtained from the Future Ready PA Index.</p>
<p><b>Indicator</b> The subgroup of Hawaiian Native/Pacific Islander had insufficient data in all categories on the Future Ready PA Index despite some data available from the year prior; additional outreach to this subgroup and their families should be considered.</p> <p><b>ESSA Student Subgroups</b> Hawaiian Native/Pacific Islander</p>	<p><b>Comments/Notable Observations</b> Data obtained from the Future Ready PA Index.</p>
<p><b>Indicator</b> There was a decrease in the percentage of Asian students performing advanced in English Language Arts/Literature and Mathematics/Algebra.</p> <p><b>ESSA Student Subgroups</b> Asian (not Hispanic)</p>	<p><b>Comments/Notable Observations</b> Data obtained from the Future Ready PA Index.</p>
<p><b>Indicator</b> <b>ESSA Student Subgroups</b> White</p>	<p><b>Comments/Notable Observations</b></p>
<p><b>Indicator</b> There was a slight decrease in academic performance by the subgroup of American Indian/Alaskan Native learners in the areas of ELA/Literature and Mathematics/Algebra.</p> <p><b>ESSA Student Subgroups</b> American Indian or Alaskan Native</p>	<p><b>Comments/Notable Observations</b> Data obtained from the Future Ready PA Index.</p>

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

90.8% of students maintained regular attendance compared to the statewide average of 73.9%
CCA learners demonstrated an average academic growth score (PVAAS) of 77 in the area of Science/Biology, which meets the statewide growth standard of 70.
Students represented in the economically disadvantaged subgroup increased in the percentage scoring proficient/advanced in English Language Arts/Literature, Mathematics/Algebra and Science/Biology state assessments.
Students represented in the students with disabilities subgroup increased in the percentage scoring proficient/advanced in English Language Arts/Literature, Mathematics/Algebra and Science/Biology state assessments.
English Learners grew in terms of working toward meeting the annual academic growth expectation in Mathematics/Algebra.

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Approximately 13.8% of eligible CCA learners demonstrated proficiency in the area of English Language Arts/Literature on the PSSAs or Keystones.
Approximately 5.4% of eligible CCA learners demonstrated proficiency in the area of Mathematics/Algebra on the PSSAs or Keystones.
HS Graduation rate is 64.3% (4-year cohort) and 70.3% (5-year cohort) based on 22-23 PDE-provided graduation rates.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Per the i-Ready Reading diagnostic assessment, the median percent progress toward Typical Growth for CCA learners in grades K-5 is 46% and grades 6-8 is 50%.	This needs analysis was written while the spring benchmark window was still open and data is still being collected through May 3rd. CCA continues to work with teachers and learning coaches to ensure that i-Ready assessments are proctored and administered so that data is accurate and representative of learners' true abilities and proficiency levels. However, CCA recognizes that data can potentially be skewed due to learning coach help on the assessment (especially during the fall window) and/or lack of learner supervision (excess amounts of rush flags).
Per the i-Ready Reading diagnostic assessment, 20% of CCA learners in grades K-5 and 22% of learners in grades 6-8 met their stretch growth goals (had over a year's worth of growth).	This needs analysis was written while the spring benchmark window was still open and data is still being collected through May 3rd. CCA continues to work with teachers and learning coaches to ensure that i-Ready assessments are proctored and administered so that data is accurate and representative of learners' true abilities and proficiency levels. However, CCA recognizes that data can potentially be skewed due to learning coach help on the assessment (especially during the fall window) and/or lack of learner supervision (excess amounts of rush flags).

### English Language Arts Summary

#### Strengths

ELA - CCA provides learners and families with a variety of instructional modalities (asynchronous and synchronous online instruction) as well as a plethora of educational resources and experiences to meet learners' individual learning needs.
ELA - CCA families value the mission and vision of CCA; they exercise their right to choose the public school (CCA) that best serves their learners.

#### Challenges

ELA - CCA faces continued enrollment growth as families continue to exercise their right to choose the school that best fits the needs of their learners.
ELA - CCA serves an increasingly diverse population as it supports learners across the entire Commonwealth.
ELA - CCA continues to work with teachers and learning coaches to ensure that i-Ready assessments are proctored and administered so that data is accurate and representative of learners' true abilities and proficiency levels. However, CCA recognizes that data can potentially be skewed due to learning coach help on the assessment (especially during the fall window) and/or lack of learner supervision (excess amounts of rush flags).

### Mathematics

Data	Comments/Notable Observations
Per the i-Ready Mathematics diagnostic assessment, the median percent progress toward Typical Growth for CCA learners in grades K-5 is 39% and grades 6-8 is 41%.	This needs analysis was written while the spring benchmark window was still open and data is still being collected through May 3rd. CCA continues to work with teachers and learning coaches to ensure that i-Ready assessments are proctored and administered so that data is accurate and representative of learners' true abilities and proficiency levels. However, CCA recognizes that data



	can potentially be skewed due to learning coach help on the assessment (especially during the fall window) and/or lack of learner supervision (excess amounts of rush flags).
Per the i-Ready Mathematics diagnostic assessment, 12% of CCA learners in grades K-5 and 19% of learners in grades 6-8 met their stretch growth goals (had over a year's worth of growth).	This needs analysis was written while the spring benchmark window was still open and data is still being collected through May 3rd. CCA continues to work with teachers and learning coaches to ensure that i-Ready assessments are proctored and administered so that data is accurate and representative of learners' true abilities and proficiency levels. However, CCA recognizes that data can potentially be skewed due to learning coach help on the assessment (especially during the fall window) and/or lack of learner supervision (excess amounts of rush flags).

## Mathematics Summary

### Strengths

Math - CCA provides learners and families with a variety of instructional modalities (asynchronous and synchronous online instruction) as well as a plethora of educational resources and experiences to meet learners' individual learning needs.
Math - CCA families value the mission and vision of CCA; they exercise their right to choose the public school (CCA) that best serves their learners.

### Challenges

Math - CCA faces continued enrollment growth as families continue to exercise their right to choose the school that best fits the needs of their learners.
Math - CCA serves an increasingly diverse population as it supports learners across the entire Commonwealth.
CCA continues to work with teachers and learning coaches to ensure that i-Ready assessments are proctored and administered so that data is accurate and representative of learners' true abilities and proficiency levels. However, CCA recognizes that data can potentially be skewed due to learning coach help on the assessment (especially during the fall window) and/or lack of learner supervision (excess amounts of rush flags).

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Formative and summative assessments based on CCA courses indicate that learners are demonstrating growth in these areas.	CCA is exceptionally strong in the area of STEM due to the high quality courses learners have access to as well our TechWorks and AgWorks facilities and programs.

## Science, Technology, and Engineering Education Summary

### Strengths

Sci - CCA provides learners and families with a variety of instructional modalities (asynchronous and synchronous online instruction) as well as a plethora of educational resources and experiences to meet learners' individual learning needs.
Sci - CCA families value the mission and vision of CCA; they exercise their right to choose the public school (CCA) that best serves their learners.
STEM - CCA's works programs (TechWorks, AgWorks, MedWorks) help students find meaning and relevancy in STEM by enhancing curriculum-based content through hands-on and virtual experiences.

## Challenges

Sci - CCA faces continued enrollment growth as families continue to exercise their right to choose the school that best fits the needs of their learners.

Sci - CCA serves an increasingly diverse population as it supports learners across the entire Commonwealth.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Career Readiness Open Office Hours offered weekly every Monday.	We had 28 attendees, mostly from HS and MS, on our first session 9/18/2023. Great questions were asked, most of which were addressed with resources on the 23-24 Career Readiness Dashboard.
All K-12 CCA have synchronous and asynchronous access to mini-career fairs.	Work-Ready Wednesday momentum is GREAT for 23-24: many Content Teachers, Homeroom Advisors, Caretakers and Learners asking "when's the first one?" (9/20/23)
156 referrals for our Cooperative Education Program (Co-Op) where learners engage in work-based learning experiences.	
We are planning four (4) Career Expos.	We're again offering Capital Campus/Harrisburg location in October. November will bring the team to Pittsburgh's Waterfront. In February, we will be offering a VIRTUAL Career Expo*. Finally in April, we will host our fourth session in our newly-opened Malvern Family Service Center**
We have more than doubled the amount of dual credit opportunities since last year: 115 in edio in 22-23. Over 300 and counting for 23-24, where we are applying our hallmark CCA Flexibility.	
Currently, we are a team of eight (8) dedicated staff serving 29,000 learners, which creates scaling challenges.	We are highly collaborative with many different systems at CCA, however there is a difference between involvement and commitment in "owning" learners. We need to increase the Career Readiness Team with appropriate expertise in workforce development to scale both across PA and also developmentally to the middle-level and elementary learner. With the growth of Cooperative Education, we are also in need of a certified Cooperative Education Instructor.
CCA continues to expand its Agworks and Techworks programs (with Medworks coming soon) based on stakeholder feedback and internal program analysis.	
An analysis of student services data and the collection of qualitative feedback from teachers and administrators indicates that the expansion of the Student Services department is recommended due to the high level of trauma and social-emotional support students require in order to find success in both school and in life.	Without the addition of these supports and services, learners may not develop the skills needed in order to manage life as an adult and maintain consistent employment.

### Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Articulation Agreements

**True** We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

CCA provides learners and families with a variety of instructional modalities (asynchronous and synchronous online instruction) as well as a plethora of educational resources and experiences to meet learners' individual learning needs and career readiness goals.

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Due to the increase in enrollment of learners from other school systems, learners often join CCA without any record or tracking of their progress in terms of career readiness as well as insufficient credits, impacting graduation eligibility and CCA's ability to immediately support career readiness goals. School districts also often send CCA incomplete records when students transfer in.



## Equity Considerations

### English Learners

**True** This student group is not a focus in this plan.

### Students with Disabilities

**True** This student group is not a focus in this plan.

### Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

### Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

CCA provides learners and families with a variety of instructional modalities (asynchronous and synchronous online instruction) as well as a plethora of educational resources and experiences to meet learners' individual learning needs.
CCA families value the mission and vision of CCA; they exercise their right to choose the public school (CCA) that best serves their learners.

## Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

CCA faces continued enrollment growth as families continue to exercise their right to choose the school that best fits the needs of their learners.
CCA serves an increasingly diverse population as it supports learners across the entire Commonwealth.
A significant number of CCA learners and families do not participate in state assessments. This is sometimes due to religious or cultural reasons. As such, CCA state assessment does not always accurately represent the entire CCA student body.

## Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	This plan meets the needs of CCA learners.
Title 1 Program	This plan was developed in alignment with the School Improvement and Comprehensive Plans.
Student Services	This plan meets the needs of CCA learners.
K-12 Comprehensive School Counseling Plan/K-12 Guidance Plan	This plan meets the needs of CCA learners.
Technology Plan	This plan meets the needs of CCA learners.
English Language Development Programs	This plan meets the needs of CCA learners.

### Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Plans are compliant and written to meet the unique needs of CCA learners.
The Title 1 plan is in alignment with the School Improvement and Comprehensive plans.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

As the second largest school district in Pennsylvania, scaling plans and implementing plans with consistency across all departments can be challenging.
State and federal requirements continue to evolve, which require adjustments to plan implementation and reporting.



## Conditions for Leadership, Teaching, and Learning

### Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

### Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

### Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Emerging
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

### Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Identify and address individual student learning needs
Align curricular materials and lesson plans to the PA Standards
Collectively shape the vision for continuous improvement of teaching and learning
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Implement a multi-tiered system of supports for academics and behavior
--

## Summary of Strengths and Challenges from the Needs Assessment

### Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
90.8% of students maintained regular attendance compared to the statewide average of 73.9%	False
CCA learners demonstrated an average academic growth score (PVAAS) of 77 in the area of Science/Biology, which meets the statewide growth standard of 70.	False
Students represented in the economically disadvantaged subgroup increased in the percentage scoring proficient/advanced in English Language Arts/Literature, Mathematics/Algebra and Science/Biology state assessments.	False
Students represented in the students with disabilities subgroup increased in the percentage scoring proficient/advanced in English Language Arts/Literature, Mathematics/Algebra and Science/Biology state assessments.	False
ELA - CCA provides learners and families with a variety of instructional modalities (asynchronous and synchronous online instruction) as well as a plethora of educational resources and experiences to meet learners' individual learning needs.	True
STEM - CCA's works programs (TechWorks, AgWorks, MedWorks) help students find meaning and relevancy in STEM by enhancing curriculum-based content through hands-on and virtual experiences.	False
ELA - CCA families value the mission and vision of CCA; they exercise their right to choose the public school (CCA) that best serves their learners.	True
Math - CCA provides learners and families with a variety of instructional modalities (asynchronous and synchronous online instruction) as well as a plethora of educational resources and experiences to meet learners' individual learning needs.	False
Math - CCA families value the mission and vision of CCA; they exercise their right to choose the public school (CCA) that best serves their learners.	False
Sci - CCA provides learners and families with a variety of instructional modalities (asynchronous and synchronous online instruction) as well as a plethora of educational resources and experiences to meet learners' individual learning needs.	False
Sci - CCA families value the mission and vision of CCA; they exercise their right to choose the public school (CCA) that best serves their learners.	False
CCA provides learners and families with a variety of instructional modalities (asynchronous and synchronous online instruction) as well as a plethora of educational resources and experiences to meet learners' individual learning needs and career readiness goals.	False
CCA provides learners and families with a variety of instructional modalities (asynchronous and synchronous online instruction) as well as a plethora of educational resources and experiences to meet learners' individual learning needs.	False
CCA families value the mission and vision of CCA; they exercise their right to choose the public school (CCA) that best serves their learners.	False
English Learners grew in terms of working toward meeting the annual academic growth expectation in Mathematics/Algebra.	False

Plans are compliant and written to meet the unique needs of CCA learners.	False
The Title 1 plan is in alignment with the School Improvement and Comprehensive plans.	False
Identify and address individual student learning needs	True
Align curricular materials and lesson plans to the PA Standards	True
Collectively shape the vision for continuous improvement of teaching and learning	True
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	True

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your Charter/Cyber Charter School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Approximately 13.8% of eligible CCA learners demonstrated proficiency in the area of English Language Arts/Literature on the PSSAs or Keystones.	True
Approximately 5.4% of eligible CCA learners demonstrated proficiency in the area of Mathematics/Algebra on the PSSAs or Keystones.	True
ELA - CCA faces continued enrollment growth as families continue to exercise their right to choose the school that best fits the needs of their learners.	False
ELA - CCA serves an increasingly diverse population as it supports learners across the entire Commonwealth.	False
ELA - CCA continues to work with teachers and learning coaches to ensure that i-Ready assessments are proctored and administered so that data is accurate and representative of learners' true abilities and proficiency levels. However, CCA recognizes that data can potentially be skewed due to learning coach help on the assessment (especially during the fall window) and/or lack of learner supervision (excess amounts of rush flags).	False
Math - CCA faces continued enrollment growth as families continue to exercise their right to choose the school that best fits the needs of their learners.	False
Math - CCA serves an increasingly diverse population as it supports learners across the entire Commonwealth.	False
Sci - CCA faces continued enrollment growth as families continue to exercise their right to choose the school that best fits the needs of their learners.	False
Sci - CCA serves an increasingly diverse population as it supports learners across the entire Commonwealth.	False
CCA faces continued enrollment growth as families continue to exercise their right to choose the school that best fits the needs of their learners.	False
CCA serves an increasingly diverse population as it supports learners across the entire Commonwealth.	False
As the second largest school district in Pennsylvania, scaling plans and implementing plans with consistency across all departments can be challenging.	False

CCA continues to work with teachers and learning coaches to ensure that i-Ready assessments are proctored and administered so that data is accurate and representative of learners' true abilities and proficiency levels. However, CCA recognizes that data can potentially be skewed due to learning coach help on the assessment (especially during the fall window) and/or lack of learner supervision (excess amounts of rush flags).	False
HS Graduation rate is 64.3% (4-year cohort) and 70.3% (5-year cohort) based on 22-23 PDE-provided graduation rates.	True
Due to the increase in enrollment of learners from other school systems, learners often join CCA without any record or tracking of their progress in terms of career readiness as well as insufficient credits, impacting graduation eligibility and CCA's ability to immediately support career readiness goals. School districts also often send CCA incomplete records when students transfer in.	False
State and federal requirements continue to evolve, which require adjustments to plan implementation and reporting.	False
Implement a multi-tiered system of supports for academics and behavior	False
A significant number of CCA learners and families do not participate in state assessments. This is sometimes due to religious or cultural reasons. As such, CCA state assessment does not always accurately represent the entire CCA student body.	False

### Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

CCA provides a much-needed choice for its learners and families, which has continued to result in rapid growth at CCA. As such, CCA must continue to evolve and improve so it can support the diverse needs of its learners, especially those who are enrolling at CCA with pre-existing learning needs and challenges, including the thousands of transfer high school learners who enroll behind in credits and out of cohort.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Approximately 13.8% of eligible CCA learners demonstrated proficiency in the area of English Language Arts/Literature on the PSSAs or Keystones.	With a notable surge in enrollment of students from different school systems, learners frequently enter CCA with significant deficits in English Language Arts/Literature and Mathematics/Algebra, placing them behind grade level. It requires time to understand each student, pinpoint their individual needs and obstacles, and provide comprehensive support to address their holistic development, eliminate learning impediments, and achieve academic progress. Fluency, in particular, plays a crucial role in influencing student performance across all core subjects, including mathematics, underscoring the urgency of enhancing proficiency in this area.	True
Approximately 5.4% of eligible CCA learners demonstrated proficiency in the area of Mathematics/Algebra on the PSSAs or Keystones.	With a notable surge in enrollment of students from different school systems, learners frequently enter CCA with significant deficits in English Language Arts/Literature and Mathematics/Algebra, placing them behind grade level. It requires time to understand each student, pinpoint their individual needs and obstacles, and provide comprehensive support to address their holistic development, eliminate learning impediments, and achieve academic progress.	False
HS Graduation rate is 64.3% (4-year cohort) and 70.3% (5-year cohort) based on 22-23 PDE-provided graduation rates.	As a result of the significant rise in enrollment of students from different school systems, many students join CCA without established records or monitoring of their progress regarding career readiness and insufficient credits. This situation impacts their eligibility for graduation, cohort standing, and CCA's capacity to promptly facilitate their career readiness objectives. Furthermore, school districts frequently provide incomplete records when students transfer to CCA. Graduating from high school significantly influences the quality of life a student can anticipate in adulthood. Therefore, it is crucial to ensure that all students have proficiently mastered essential academic skills and demonstrated readiness for their future careers, as this directly impacts the well-being of students and society at large.	True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
ELA - CCA provides learners and families with a variety of instructional modalities (asynchronous and synchronous online instruction) as well as a plethora of educational resources and experiences to meet learners' individual learning needs.	
ELA - CCA families value the mission and vision of CCA; they exercise their right to choose the public school (CCA) that best serves their learners.	
Identify and address individual student learning needs	

Align curricular materials and lesson plans to the PA Standards	
Collectively shape the vision for continuous improvement of teaching and learning	
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If CCA implements a comprehensive, multi-tiered system of support designed to effectively identify and address the diverse needs of all learners, and dependent upon educators demonstrating flexibility, responsiveness, and empathy, then learners will grow (as measured by student response to academic interventions, performance on state assessments, and performance on internal benchmark assessments).
	If CCA articulates high expectations for all learners, emphasizing skill mastery and career readiness within its "Portrait of a Graduate," then CCA will empower and equip staff to deliver personalized, relevant, and rigorous instruction and support that will effectively propel learners toward achieving their academic, personal, and career aspirations.

## Goal Setting

Priority: If CCA implements a comprehensive, multi-tiered system of support designed to effectively identify and address the diverse needs of all learners, and dependent upon educators demonstrating flexibility, responsiveness, and empathy, then learners will grow (as measured by student response to academic interventions, performance on state assessments, and performance on internal benchmark assessments).

<b>Outcome Category</b>			
English Language Arts			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2027, learners in grades 4-8 will gain (blue) in the area of English Language Arts, as evidenced by a PVAAS Average Index of +1.0 or higher.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
ELA27			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By June 2025, learners in grades 4-8 will maintain (green) or gain (blue) in the area of ELA, as evidenced by a PVAAS Average Index of +0.0 or higher.	By June 2026, learners in grades 4-8 will maintain (green) or gain (blue) in the area of ELA, as evidenced by a PVAAS Average Index of +0.5 or higher.	By June 2027, learners in grades 4-8 will gain (blue) in the area of English Language Arts, as evidenced by a PVAAS Average Index of +1.0 or higher.	
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
35% of students in grades 4-8 will score at or above grade level on the i-Ready Reading fall diagnostic assessment.	By the end of the second quarter, the median progress to annual typical growth of learners in grades 4-8 will be at least 45% as scored by the i-Ready Reading winter benchmark.	By the end of the third quarter, the median progress to annual typical growth of learners in grades 4-8 will be at least 67.5% as scored by the i-Ready Reading spring benchmark.	By June 2025, learners in grades 4-8 will maintain (green) or gain (blue) in the area of ELA, as evidenced by a PVAAS Average Index of +0.0 or higher.

<b>Outcome Category</b>			
Mathematics			
<b>Measurable Goal Statement (Smart Goal)</b>			
By June 2027, learners in grades 4-8 will gain (blue) in the area of Mathematics, as evidenced by a PVAAS Average Index of +1.0 or higher.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
MATH27			
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>	
By June 2025, learners in grades 4-8 will maintain (green) or gain (blue) in the area of Mathematics, as evidenced by a PVAAS Average Index of +0.0 or higher.	By June 2026, learners in grades 4-8 will maintain (green) or gain (blue) in the area of Mathematics as evidenced by a PVAAS Average Index of +0.5 or higher.	By June 2027, learners in grades 4-8 will gain (blue) in the area of Mathematics, as evidenced by a PVAAS Average Index of +1.0 or higher.	



Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
25% of students in grades 4-8 will score at or above grade level on the i-Ready Mathematics fall diagnostic assessment.	By the end of the second quarter, the median progress to annual typical growth of learners in grades 4-8 will be at least 35% as scored by the i-Ready Mathematics winter benchmark.	By the end of the third quarter, the median progress to annual typical growth of learners in grades 4-8 will be at least 52.5% as scored by the i-Ready Mathematics spring benchmark.	By June 2025, learners in grades 4-8 will maintain (green) or gain (blue) in the area of Mathematics, as evidenced by a PVAAS Average Index of +0.0 or higher.

Priority: If CCA articulates high expectations for all learners, emphasizing skill mastery and career readiness within its "Portrait of a Graduate," then CCA will empower and equip staff to deliver personalized, relevant, and rigorous instruction and support that will effectively propel learners toward achieving their academic, personal, and career aspirations.

Outcome Category			
Graduation rate			
Measurable Goal Statement (Smart Goal)			
By June 2027, CCA's 4-year cohort graduation rate will increase to at least 67% and its 5-year cohort graduation rate will increase to at least 73%.			
Measurable Goal Nickname (35 Character Max)			
GRAD27			
Target Year 1	Target Year 2	Target Year 3	
By June 2025, CCA's 4-year cohort graduation rate will increase to at least 65% and its 5-year cohort graduation rate will increase to at least 71%.	By June 2026, CCA's 4-year cohort graduation rate will increase to at least 66% and its 5-year cohort graduation rate will increase to at least 72%.	By June 2027, CCA's 4-year cohort graduation rate will increase to at least 67% and its 5-year cohort graduation rate will increase to at least 73%.	
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Using the diploma verification tracking system, 40% (end of Q1) of 4-year and 5-year cohort students will be on track for graduation.	Using the diploma verification tracking system, 45% (end of Q2) of 4-year and 5-year cohort students will be on track for graduation.	Using the diploma verification tracking system, 50% (end of Q3) of 4-year and 5-year cohort students will be on track for graduation.	By June 2025, CCA's 4-year cohort graduation rate will increase to at least 65% and its 5-year cohort graduation rate will increase to at least 71%.

## Action Plan

### Measurable Goals

ELA27	MATH27
GRAD27	

### Action Plan For: Professional Learning Communities

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2027, learners in grades 4-8 will gain (blue) in the area of English Language Arts, as evidenced by a PVAAS Average Index of +1.0 or higher.</li> <li>By June 2027, CCA's 4-year cohort graduation rate will increase to at least 67% and its 5-year cohort graduation rate will increase to at least 73%.</li> <li>By June 2027, learners in grades 4-8 will gain (blue) in the area of Mathematics, as evidenced by a PVAAS Average Index of +1.0 or higher.</li> </ul>

Action Step		Anticipated Start/Completion Date	
PLCs - Revised job descriptions for Data Coaches (Content Specialists) and Learning Department Specialists.		2024-07-01	2024-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Senior Leadership from School Improvement and the Learning Department, Human Resources	updated job descriptions	No	No
Action Step		Anticipated Start/Completion Date	
PLCs - The adoption of a new PLC framework that promotes teacher ownership and data-driven, student-centered instruction.		2024-08-01	2024-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School-based administrators, School Improvement Team, Data Coaches	PLCs scheduled for every core content teacher (twice a month for at least 60 minutes)	Yes	No
Action Step		Anticipated Start/Completion Date	
Data Wise - Two-year implementation plan (revised)		2024-07-01	2024-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Improvement Leadership, Data Wise Certified Coaches	formal plan	No	Yes
Action Step		Anticipated Start/Completion Date	
Data Wise - Executive Consulting		2024-07-01	2024-08-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
School Improvement Leadership	regular consulting schedule set throughout the year	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Wise - CCA Data Wise Throughline and FAQ Document (with CCA specific language)		2024-07-01	2024-08-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Data Wise Certified Coaches	Throughline and FAQ posted on the portal	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Wise - Administrator Level Setting Meeting/Training		2024-07-08	2024-07-12
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Data Wise Certified Coaches	dedicated time at the summer admin retreat	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Wise - Updated Act 45 program for school leaders		2024-07-01	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership	Act 45 application, approval from PDE	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Wise - Training for PD Team, Coaches, and Specialists		2024-08-12	2024-08-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Data Wise Certified Coaches	dedicated training time prior to or during back-to-school PD	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Wise - Back-to-school training on Steps 1 and 2		2024-08-19	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Data Wise Certified Coaches	dedicated training time during back-to-school PD	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Wise - PLC Walkthrough Guide for Admin, Coaches, and Specialists		2024-09-04	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Leadership, Data Wise Certified Coaches, Data Coaches	walkthrough guide posted on the portal	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Data Wise - Mid-year Teacher Training Session 1		2024-11-01	2024-11-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Professional Learning Department, Data Wise Certified Coaches	dedicated training time during or near PD day on 11/8/24	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Wise - Mid-year Teacher Training Session 2		2025-01-21	2025-02-07
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Professional Learning Department, Data Wise Certified Coaches	dedicated training time during or near PD day on 1/29/25	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Wise - Development of CCA Certified Data Wise Coach program		2025-02-03	2025-04-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Career Readiness Leadership, Data Wise Certified Coaches	Partnership with Data Wise certified consultants	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Wise - Mid-year Teacher Training Session 3		2025-03-24	2025-04-18
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Professional Learning Department, Data Wise Certified Coaches	dedicated training time during or near PD day on 4/4/25	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Wise - Beginning development for CCAU course for new teachers, veteran teachers, and administrators		2025-04-07	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Professional Learning Department, Data Wise Certified Coaches	CCAU course outline (not live)	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Wise - CCA Exemplar Resource Library (Videos/Modeling, Protocols, etc.)		2025-04-07	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Professional Learning Department, Data Wise Certified Coaches	videos, protocols, other media and resources	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Wise - Steps 1 and 2 Mastery Survey		2025-05-05	2025-05-30

<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership	Microsoft Form	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Literacy - Training series for Admin, Coaches, and Specialists		2024-07-01	2024-08-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Professional Learning Department, Data Wise Certified Coaches	development of training series (summer 2024); dedicated time throughout the school year to deliver	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Data Literacy - Training Series for Teachers		2024-07-01	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Professional Learning Department, Data Wise Certified Coaches	development of training series (summer 2024); dedicated time throughout the school year to deliver	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
CCA will continue to develop the capacity to implement the Data Wise school improvement process school-wide by formally adopting steps 1 and 2 of the process in PLCs.	Administrators and Data Coaches will monitor PLC progress through walkthroughs and an accompanying Data Wise Walkthrough Guide on a monthly basis; feedback will be provided to teachers during monthly supervision.

### Action Plan For: Multi-Tiered System of Support (MTSS)

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2027, learners in grades 4-8 will gain (blue) in the area of English Language Arts, as evidenced by a PVAAS Average Index of +1.0 or higher.</li> <li>By June 2027, CCA's 4-year cohort graduation rate will increase to at least 67% and its 5-year cohort graduation rate will increase to at least 73%.</li> <li>By June 2027, learners in grades 4-8 will gain (blue) in the area of Mathematics, as evidenced by a PVAAS Average Index of +1.0 or higher.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Adoption of Elementary and Middle School Evidence-Based Reading Intervention (95% program or similar) Program		2024-07-01	2024-08-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership	reading intervention program and associated materials, small group time in schedule	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Admin, Coach, and Specialist Training on the Elementary and Middle School Evidence-Based Reading Intervention (95% lessons or similar) Program		2024-07-01	2024-08-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership	reading intervention program and associated materials, train-the-trainer model training (or similar) from the program provider	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Teacher Training on the Elementary and Middle School Evidence-Based Reading Intervention (95% lessons or similar) Program		2024-08-19	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Data Coaches	reading intervention program and associated materials, training time during back-to-school and throughout the school year	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Adoption of Elementary and Middle School Evidence-Based Mathematics Intervention (Bridges program or similar) Program		2024-07-01	2024-08-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership	mathematics intervention program and associated materials, small group time in schedule	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Admin, Coach, and Specialist Training on the Elementary and Middle School Evidence-Based Mathematics Intervention (Bridges program or similar) Program		2024-07-01	2024-08-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership	mathematics intervention program and associated materials, train-the-trainer model training (or similar) from the program provider	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Teacher Training on the Elementary and Middle School Evidence-Based Mathematics Intervention (Bridges program or similar) Program		2024-08-19	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Data Coaches	mathematics intervention program and associated materials, training time during back-to-school and throughout the school year	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

MTSS Alignment K-12 - Nearpod lesson library for new intervention programs		2025-01-06	2025-03-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Professional Development Team	lesson library on the portal	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Small group criteria (K-8) developed and communicated		2024-07-22	2024-08-19
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership	criteria plan	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Small Group Schedule K-8		2024-07-22	2024-09-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin	schedule, designated small group time	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Small Group Schedule Pilot Plan (HS)		2024-07-22	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin, HS Data Coaches	schedule, designated small group time	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Small Group Schedule Pilot Session 1 (HS)		2024-10-01	2024-12-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin, HS Data Coaches	schedule, designated small group time	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Small Group Schedule Pilot Session 2 (HS)		2025-01-06	2025-02-28
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin, HS Data Coaches	schedule, designated small group time	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Small Group 25-26 Scaling Plan (HS)		2025-03-03	2025-04-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>

School Improvement Leadership, School-based Admin, HS Data Coaches	schedule, designated small group time	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Updated Schoolwide Assessment Map		2024-10-01	2024-12-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, Learning Department Leadership, Assessment Team	assessment map, portal	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - plan for the adoption of the mCLASS assessment Reading/Mathematics K-8 (or similar)		2024-07-01	2024-07-29
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin	assessment plan, portal	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Admin, Coach, and Specialist Training on mCLASS		2024-07-15	2024-08-16
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin	mCLASS contract, training time	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Teacher Training on mCLASS		2024-08-19	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin, Data Coaches	mCLASS access, rostering, and associated materials, training time during back-to-school and throughout the school year	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - mCLASS Fall Benchmark		2024-09-04	2024-10-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin, Data Coaches	benchmark schedule	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - mCLASS Winter Benchmark		2025-01-06	2025-02-14
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>



School Improvement Leadership, School-based Admin, Data Coaches	benchmark schedule	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - mCLASS Spring Benchmark		2025-04-14	2025-06-02
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin, Data Coaches	benchmark schedule	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - i-Ready refresher training for admin and teachers		2024-08-19	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin, Data Coaches	training time during back to school	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - i-Ready Fall Benchmark (grades 2-8)		2024-09-17	2024-10-25
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin, Data Coaches	benchmarking days: Reading 9/17/24 and Math 9/25/24	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - i-Ready Winter Benchmark (grades 2-8)		2025-01-14	2025-02-14
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin, Data Coaches	benchmarking days: Reading 1/14/25 and Math 1/25/25	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - i-Ready Spring Benchmark (grades 2-8)		2025-04-15	2025-05-09
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership, School-based Admin, Data Coaches	benchmarking days: Reading 4/15/25 and Math 4/23/25	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - MTSS leadership positions (Director and Supervisors) expanded to ensure fidelity of K-12 programming		2024-07-01	2024-07-01
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership	updated job descriptions, promotion/hiring of positions	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Third Grade Readers - Implementation of a new Structured Literacy ELA curriculum		2024-09-04	2024-09-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Vice Provost, Learning Department	new proprietary curriculum developed based on standards and structured literacy	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Third Grade Readers - New Kindergarten Screener developed		2024-07-01	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Principal, School Improvement Department	new Kindergarten screener	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Third Grade Readers - Back-to-school training on the new ELA curriculum		2024-08-19	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Learning Department	training series for ELA teachers	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Third Grade Readers - Interventionists training on the new Kindergarten screener		2024-08-19	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Principal, School Improvement Department	training/demo of how to administer and score the new Kindergarten screener	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Third Grade Readers - early literacy bootcamp/jumpstart program		2024-08-19	2024-12-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Vice Provost, School Improvement Department	For 2024, Fall program developed/implemented; program will also be used over summer 2025	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Third Grade Readers - Phase 1 expansion of Wilson/Fundations program (MTSS program). 2-4 interventionists will receive additional training/certification.		2025-01-06	2025-03-14
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Department	official training & resources from Wilson	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Third Grade Readers - Leadership will set schoolwide literacy goals and benchmarks		2024-08-19	2024-08-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Vice Provost, Elementary Principals	Goal and benchmark tracking process	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Third Grade Readers - Kindergarten onboarding and kickoff		2024-08-19	2024-12-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Vice Provost	time and staff to support new Kindergarten learners	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Third Grade Readers - Kindergarten parent surveys (to inform additional programs)		2024-09-04	2024-12-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Vice Provost	survey for Kindergarten parents to inform additional supports needed	No	Yes
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Third Grade Readers - IXL pilot		2024-10-28	2025-01-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Vice Provost, School Improvement Department	at least one pod of teachers willing to pilot IXL (and create variants to include IXL instead of i-Ready)	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - IXL Pilot (focus on High School literacy)		2024-10-28	2025-01-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Department, High School Principals	small team of teachers willing to embed IXL in their courses/interventions	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - IXL training		2024-08-19	2024-10-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Department, Elementary and High School Leadership	training for teachers participating in IXL pilot	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Family Math Nights (elementary)		2024-09-04	2024-10-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Admin Team	family math night planned for the school year	No	No

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Third Grade Readers - Family Literacy Nights		2024-09-04	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Admin Team	family literacy night planned for the school year	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PBIS - Character Strong (or similar) program implementation		2024-09-04	2024-12-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Principals, School Counselors	program purchase	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
PBIS - Character Strong training for counselors		2024-08-19	2024-09-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Principals, School Counselors	training for program purchase	Yes	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
MTSS Alignment K-12 - Benchmark communication team leader identified		2024-08-19	2024-09-09
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Department, Middle School Principal	teacher leader stipend	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Through the implementation of an aligned K-12 MTSS program with a focus on early literacy, students will maintain and grow their academic skills.	School Improvement Leadership and School-based Administrators through benchmark performance and course performance (using PowerBI and similar dashboards) on a bi-weekly basis.

### Action Plan For: Personalized Learning

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2027, learners in grades 4-8 will gain (blue) in the area of English Language Arts, as evidenced by a PVAAS Average Index of +1.0 or higher.</li> <li>By June 2027, CCA's 4-year cohort graduation rate will increase to at least 67% and its 5-year cohort graduation rate will increase to at least 73%.</li> <li>By June 2027, learners in grades 4-8 will gain (blue) in the area of Mathematics, as evidenced by a PVAAS Average Index of +1.0 or higher.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Development of a Mastery-Based Learning Exploration Committee		2024-07-01	2024-10-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership and Learning Department Leadership	dedicated staff and meeting time	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Development of a five to seven-year Mastery-Based implementation plan, with a focus on Phases 0 and 1		2024-11-01	2024-12-20
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership and Learning Department Leadership	dedicated staff and meeting time	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
i-Ready web-based instruction (all learners K-8; personalized intervention plans in HS)		2024-09-04	2024-09-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
School Improvement Leadership and Learning Department Leadership	i-Ready web-based software accessible to learners via Clever integration	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Course Improvements: Choice on how to read: print or digital		2024-08-19	2024-09-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Learning Department	updated courses	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Course Improvements: Choice on question response, choice on project style, choice on which questions to answer (summarize this book/ that book)		2024-08-19	2024-09-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Learning Department	updated courses	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Course Improvements: Collapsible boxes to see reviews and reminders of both pre-req content or content or vocab that started on day 1 and may continue to day 2+ but if you need a review, open the box		2024-08-19	2024-09-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Learning Department	updated courses	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Competency-based graduation rubric (pilot at High School)		2025-02-03	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Learning Department, Student Services Team	rubric developed	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Research and recommendation for new EL assessment system for 25-26		2025-01-31	2025-04-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
EL Department	time, comparison report	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
New student onboarding (elementary)		2024-10-01	2024-10-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Admin team, school counselors	new student variant created for learners who join CCA after the start of the school year	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
New student onboarding (high school)		2025-02-03	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
HS Admin team, school counselors	new student variant created for learners who join CCA after the start of the school year	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Edio navigation course development		2025-02-03	2025-05-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Learning Department, Tech Team	edio course development & testing time	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
When provided personalized learning opportunities that meet their needs, students will grow academically and personally.	School Improvement Leadership and School-based Administrators through benchmark performance and course performance (using PowerBI and similar dashboards) on a bi-weekly basis.

### Action Plan For: Future Ready Roadmaps

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By June 2027, learners in grades 4-8 will gain (blue) in the area of English Language Arts, as evidenced by a PVAAS Average Index of +1.0 or higher.</li> </ul>

- By June 2027, CCA's 4-year cohort graduation rate will increase to at least 67% and its 5-year cohort graduation rate will increase to at least 73%.
- By June 2027, learners in grades 4-8 will gain (blue) in the area of Mathematics, as evidenced by a PVAAS Average Index of +1.0 or higher.

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Expand Elementary and Middle School Project-Based Learning Opportunities to enhance engagement		2024-07-01	2024-09-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Career Readiness Leadership/Team, Learning Department	expanded courses	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Expand High School Internships/Externships		2024-07-01	2024-09-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Career Readiness Leadership/Team, Counselors	referral form, expanded partnerships	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Expand Community-based Credit Opportunities (e.g. Financial Reality Fair)		2024-07-01	2024-09-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Career Readiness Leadership/Team, Counselors	referral form, expanded partnerships	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Embedded Industry-Recognized Certifications & Credentials		2024-07-01	2024-09-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Career Readiness Leadership/Team, Counselors	expanded partnerships	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Learner Data-informed Partnership Expansion		2024-07-01	2024-09-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Career Readiness Leadership/Team, Counselors	expanded partnerships	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Career Readiness Recognition Ceremonies		2025-04-01	2025-06-13
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Career Readiness Leadership/Team, Counselors	locations, schedules, volunteers, awards	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Expand Career Mentoring and Job Shadowing		2024-07-01	2024-09-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Career Readiness Leadership/Team, Counselors	expanded partnerships	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Job Board Development		2024-09-04	2024-10-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Career Readiness Leadership/Team, Counselors	webpage/portal	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	

Updated Courses: Renamed Career Planning Courses		2024-08-19	2024-09-04
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Learning Department	updated course catalog	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Updated career artifact tracking based on new CEW standards for 25-26		2025-04-01	2025-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Learning Department, Career Readiness Team	new artifact tracker	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Individualized graduation plans (IGPs) pilot		2024-10-01	2025-01-31
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Student Services Department	new IGP plan format	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Elementary Career Day		2024-11-01	2024-12-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Vice Provost, Career Readiness Team	scheduled career day with CCA partners in attendance	No	No
<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Elementary Science Exploration		2025-04-01	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
Elementary Vice Elementary Admin	science projects embedded in courses	No	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
When provided with a clear vision and hope for the future, learners will meet graduation requirements and embark on a promising future after high school.	High school administrators and counselors via graduation maps and cohort tracking on a bi-weekly basis.



## Expenditure Tables

### School Improvement Set Aside Grant

**False** School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGrant Budget Category (Set Aside grant)	ESSA Tier	Amount
School Improvement Team Book Study	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> </ul>	Supplies & Property	3	1248.5
Salaries: Supervisor of Learner Acceleration and Assessment x2	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> </ul>	Salary	1	180000
Benefits: Supervisor of Learner Acceleration and Assessment x2	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> </ul>	Benefits	1	122000

Salaries: Assistant Director of Learner Acceleration and Assessment	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Salary	1	100000
Benefits: Assistant Director of Learner Acceleration and Assessment	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Benefits	1	65000
Character Strong program	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Services	2	5000

Salaries: Reading Specialist (with a specialty in HS) x2	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Salary	1	180000
Benefits: Reading Specialist (with a specialty in HS) x2	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Benefits	1	122000
IXL Pilot (High School)	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> <li>Personalized Learning</li> </ul>	Supplies & Property	1	2000

Bridges Math Intervention and materials	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Supplies & Property	1	51000
95% Reading Intervention Program (and materials)	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Supplies & Property	1	152000
Fundations Training and Certification x2	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Supplies & Property	1	1320

Wilson Training and Certification x2	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Supplies & Property	1	7700
Foundations Materials	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Supplies & Property	1	4688

Wilson Materials	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Supplies & Property	1	1698
Data Wise Executive Coaching	<ul style="list-style-type: none"> <li>Professional Learning Communities</li> </ul>	Services	1	16000
Salaries: Lead Benchmark Team Teacher Stipend	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Salary	2	5000

Benefits: Lead Benchmark Team Teacher	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Benefits	2	2077.50
Salaries: Bootcamp Teacher Stipend x4 (\$3000 each)	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> <li>Personalized Learning</li> </ul>	Salary	1	12000.00
Benefits: Bootcamp Teacher Stipend x4 (\$1246.50 each)	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> <li>Personalized Learning</li> </ul>	Benefits	1	4986.00

Marzano Training (or similar)	<ul style="list-style-type: none"> <li>Personalized Learning</li> </ul>	Services	1	25000
Marzano Proficiency Scales (or similar)	<ul style="list-style-type: none"> <li>Personalized Learning</li> </ul>	Supplies & Property	1	32000
mClass Assessment	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> <li>Personalized Learning</li> </ul>	Supplies & Property	1	137500



<b>Total Expenditures</b>				1230218

### Schoolwide Title 1 Funding Allocation

**False** School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> <li>Multi-Tiered System of Support (MTSS)</li> </ul>	Benefits for K-12 Title I Teachers. Benefits for STEM/Aquaponics staff.	2272304.67
<b>Total Expenditures</b>			2272304.67

## Professional Development

### Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional Learning Communities	PLCs - The adoption of a new PLC framework that promotes teacher ownership and data-driven, student-centered instruction.
Professional Learning Communities	Data Wise - Administrator Level Setting Meeting/Training
Professional Learning Communities	Data Wise - Updated Act 45 program for school leaders
Professional Learning Communities	Data Wise - Training for PD Team, Coaches, and Specialists
Professional Learning Communities	Data Wise - Back-to-school training on Steps 1 and 2
Professional Learning Communities	Data Wise - Development of CCA Certified Data Wise Coach program
Professional Learning Communities	Data Wise - Beginning development for CCAU course for new teachers, veteran teachers, and administrators
Professional Learning Communities	Data Wise - Mid-year Teacher Training Session 1
Professional Learning Communities	Data Wise - Mid-year Teacher Training Session 2
Professional Learning Communities	Data Wise - Mid-year Teacher Training Session 3
Professional Learning Communities	Data Literacy - Training series for Admin, Coaches, and Specialists
Professional Learning Communities	Data Literacy - Training Series for Teachers
Multi-Tiered System of Support (MTSS)	MTSS Alignment K-12 - Admin, Coach, and Specialist Training on the Elementary and Middle School Evidence-Based Reading Intervention (95% lessons or similar) Program
Multi-Tiered System of Support (MTSS)	MTSS Alignment K-12 - Teacher Training on the Elementary and Middle School Evidence-Based Reading Intervention (95% lessons or similar) Program
Multi-Tiered System of Support (MTSS)	MTSS Alignment K-12 - Admin, Coach, and Specialist Training on the Elementary and Middle School Evidence-Based Mathematics Intervention (Bridges program or similar) Program
Multi-Tiered System of Support (MTSS)	MTSS Alignment K-12 - Teacher Training on the Elementary and Middle School Evidence-Based Mathematics Intervention (Bridges program or similar) Program

Multi-Tiered System of Support (MTSS)	MTSS Alignment K-12 - Admin, Coach, and Specialist Training on mCLASS
Multi-Tiered System of Support (MTSS)	MTSS Alignment K-12 - Teacher Training on mCLASS
Multi-Tiered System of Support (MTSS)	MTSS Alignment K-12 - i-Ready refresher training for admin and teachers
Multi-Tiered System of Support (MTSS)	Third Grade Readers - Back-to-school training on the new ELA curriculum
Multi-Tiered System of Support (MTSS)	Third Grade Readers - Interventionists training on the new Kindergarten screener
Multi-Tiered System of Support (MTSS)	Third Grade Readers - Phase 1 expansion of Wilson/Fundations program (MTSS program). 2-4 interventionists will receive additional training/certification.
Multi-Tiered System of Support (MTSS)	MTSS Alignment K-12 - IXL training
Multi-Tiered System of Support (MTSS)	PBIS - Character Strong training for counselors

## Data Wise Professional Learning

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• PLCs - The adoption of a new PLC framework that promotes teacher ownership and data-driven, student-centered instruction.</li> <li>• Data Wise - Administrator Level Setting Meeting/Training</li> <li>• Data Wise - Updated Act 45 program for school leaders</li> <li>• Data Wise - Training for PD Team, Coaches, and Specialists</li> <li>• Data Wise - Back-to-school training on Steps 1 and 2</li> <li>• Data Wise - Mid-year Teacher Training Session 1</li> <li>• Data Wise - Mid-year Teacher Training Session 2</li> <li>• Data Wise - Development of CCA Certified Data Wise Coach program</li> <li>• Data Wise - Mid-year Teacher Training Session 3</li> <li>• Data Wise - Beginning development for CCAU course for new teachers, veteran teachers, and administrators</li> <li>• Data Literacy - Training series for Admin, Coaches, and Specialists</li> <li>• Data Literacy - Training Series for Teachers</li> </ul>
<b>Audience</b>
<b>Topics to be Included</b>
<b>Evidence of Learning</b>

<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Course(s)	Throughout the School Year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Back-to-school training and at least three times over the course of the school year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least four times over the course of the school year
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Professional Learning Community (PLC)	Teachers - bi-weekly; admin - monthly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### New Intervention Program Training Series

<b>Action Step</b>
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- MTSS Alignment K-12 - Admin, Coach, and Specialist Training on the Elementary and Middle School Evidence-Based Reading Intervention (95% lessons or similar) Program
- MTSS Alignment K-12 - Teacher Training on the Elementary and Middle School Evidence-Based Reading Intervention (95% lessons or similar) Program
- MTSS Alignment K-12 - Admin, Coach, and Specialist Training on the Elementary and Middle School Evidence-Based Mathematics Intervention (Bridges program or similar) Program
- MTSS Alignment K-12 - Teacher Training on the Elementary and Middle School Evidence-Based Mathematics Intervention (Bridges program or similar) Program
- Third Grade Readers - Phase 1 expansion of Wilson/Fundations program (MTSS program). 2-4 interventionists will receive additional training/certification.

<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Back-to-school training and throughout the year as needed
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### Assessment System Training Series

<b>Action Step</b>
<ul style="list-style-type: none"> <li>• MTSS Alignment K-12 - Admin, Coach, and Specialist Training on mCLASS</li> <li>• MTSS Alignment K-12 - Teacher Training on mCLASS</li> <li>• MTSS Alignment K-12 - i-Ready refresher training for admin and teachers</li> <li>• Third Grade Readers - Interventionists training on the new Kindergarten screener</li> <li>• MTSS Alignment K-12 - IXL training</li> </ul>
<b>Audience</b>
<b>Topics to be Included</b>

<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	back-to-school training
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	

### PBIS Training - Character Strong

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>PBIS - Character Strong training for counselors</li> </ul>		
<b>Audience</b>		
<b>Topics to be Included</b>		
<b>Evidence of Learning</b>		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	back-to-school training and follow-up sessions as needed
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	



## Communications Activities

Data Wise Two-Year Plan					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Data Wise - Two-year implementation plan (revised)</li> </ul>	Administrators and Instructional Staff	Overview of the two-year adoption of the Data Wise School Improvement Process	School Improvement Department	08/19/2024	08/30/2024
Communications					
Type of Communication			Frequency		
Webinar			once during back-to-school		



MTSS K-12 Roll-out

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>• MTSS Alignment K-12 - Adoption of Elementary and Middle School Evidence-Based Mathematics Intervention (Bridges program or similar) Program</li> <li>• MTSS Alignment K-12 - Small group criteria (K-8) developed and communicated</li> <li>• MTSS Alignment K-12 - Small Group Schedule K-8</li> <li>• Third Grade Readers - Leadership will set schoolwide literacy goals and benchmarks</li> <li>• Third Grade Readers - Kindergarten parent surveys (to inform additional programs)</li> </ul>	Administrators and Instructional Staff K-12	High level overview of the new K-12 MTSS/Academic Intervention Program; new staffing structure, new evidence-based programs, expansion of services, school alignment, assessment tools, learner criteria	School Improvement Department	08/19/2024	09/30/2024

**Communications**

Type of Communication	Frequency
Presentation	once during back-to-school
Posting on district website	information on program posted (once and updated regularly) on the staff portal for internal/staffing purposes

School Improvement Plan Overview

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>MTSS Alignment K-12 - Adoption of Elementary and Middle School Evidence-Based Mathematics Intervention (Bridges program or similar) Program</li> </ul>	School Leaders, Board of Directors, CCA Staff	High-level overview of the School Improvement Plan	School Improvement Department	05/17/2024	09/30/2024

Communications	
Type of Communication	Frequency
Presentation	Multiple presentations for various stakeholder groups will be held to review the plan across the organization

## Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none"><li>2023-24 School Improvement Plan Board Affirmation Statement.pdf</li></ul>

<b>Chief School Administrator</b>	<b>Date</b>
<b>Building Principal Signature</b>	<b>Date</b>
<b>School Improvement Facilitator Signature</b>	<b>Date</b>

## **COMMONWEALTH CHARTER ACADEMY CS**

One Innovation Way

Academic Standards and Assessment Requirements (Chapter 4) | 2024 - 2027

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### **ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)**

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

## ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band.

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

---

1. Identify your school entity type from the drop-down list:

Charter School

2. Identify the grade bands taught in your school entity and enter student population numbers:

Grade Bands	Taught in your School Entity	Student Population Numbers
Pre K - 2	Yes	2976
3 - 5	Yes	4126
6 - 8	Yes	7430
9 - 12	Yes	13641
		Total 28173

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**Chapter 4****Curriculum and Instruction Requirements****Written Curriculum Framework****Taught within the Grade Span**

PA-Core English Language Arts

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

PA-Core Mathematics

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Science and Technology

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Environment and Ecology

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Civics and Government

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Economics

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Geography

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

History

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Arts and Humanities

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Health, Safety, and Physical Education

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Family and Consumer Sciences

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Reading and Writing for Science and Technical Subjects

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Reading and Writing for History and Social Studies

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

Career Education and Work

K-2, 3-5, 6-8, 9-12

K-2, 3-5, 6-8, 9-12

## ASSURANCES: STANDARDS ALIGNMENT, CURRICULUM, AND PLANNED INSTRUCTION

- |   |     |
|---|-----|
| 1. Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards        | Yes |
| 2. Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards        | Yes |
| 3. Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards        | Yes |
| 4. Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards       | Yes |
| 5. Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards | Yes |

Elementary Grade Level content does not apply.

Secondary Grade Level content does not apply.

### **6. Describe your LEA's cycle and process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. Include timelines and personnel involved.**

The CCA courses are planned using a backward mapping process. In each content area, including the arts, electives, and guidance, units are developed by laying out a clear and comprehensive scope and sequence with standards-aligned assessments. The scope and sequence for each content area specify the following items that are covered in each unit of study: State and national standards - – identified at unit and lesson level Unit goals Unit essential questions Lesson Objectives Lesson Vocabulary Assessments Activities and key focus of each area of the lesson (engage, discover, show) Activities and key focus of each area of projects or assignments (plan, do, reflect) Materials needed for each unit and lesson Any optional activities for deeper exploration CCA curriculum is planned with feedback from content area teaching teams. And, an ongoing feedback process is used through a form to collect parent, student, and teacher feedback for areas of change they would like to see made to the curriculum. The curriculum feedback is reviewed annually and many changes are implemented before the next school year meaning the CCA curriculum is ever-improving within the curriculum cycle and not just sitting and waiting for an assigned year to be addressed.

### **7. List resources, supports or models that are used in developing and aligning curriculum.**

PA academic and core standards National standards CCA scope and sequence template Understanding by Design – starting with course goals, working back to unit goals and essential questions, and then establishing lesson objectives Predictable pattern in lessons: Engage, Discover, Show Engage: An invitation to learning, an exciting or real-life hook to the lesson. Discover: New instruction presented through text, media, images and partnered with formative assessment. Show: A series of end of lesson practice questions to reinforce the instruction and the daily objectives.

Universal Design for Learning Curriculum is planned and created to reduce student barriers to learning. Attention is given to multiple means of engagement through real-world scenarios, stated lesson goals and objectives, essential questions, and lesson summaries that reinforce the goals and objectives. Attention is given to multiple means of representation using printed text, audio, video, and images within the online lessons and hands-on items and workbooks for offline activity and learning. Students will also encounter just-in-time feedback and hints at various points in the formative assessment. Pre-requisite skills and reminders/review are also embedded in the online pages. Attention is given to multiple means of expression through online and offline work as well as choice of response options within the online lessons. Students will also encounter just-in-time feedback and hints at various points in the formative assessment. Pre-requisite skills and reminders/review are also embedded in the online pages. PDE SAS NGSS standards Achieve the Core ACTFL Work Based Learning programs / certifications PATTAN writing scope and sequence Haggerty Dr. Lana Edwards Santoro Illustrative Math Ed Reports 95 Percent Group LETERS PATTAN / 2020 Literacy Symposium Tennessee Foundational Skills UFLI NCTM PA STEELS

**8. Describe how the LEA ensures all teachers have access to the written curriculum and needed instructional materials.**

CCA teachers are provided with the course scope and sequence. They are also provided with the full course through CCA's LMS to review the course outline, lessons, and assessments. Furthermore, CCA teachers are provided with a Teaching Guide to include support at the unit level for the course with common learner misconceptions and teaching strategies to support learners as well as cross-curricular ideas. Additionally, CCA teachers can differentiate any lesson content by editing their online lessons or building a lesson variant for one or a group of students. All course materials relevant for the course are provided to teachers including student workbook, student curriculum kit, assessment answer key, and teacher guide, and learning coach guide. In addition to coursework, a live classroom schedule is provided allowing all students the opportunity to complete their coursework asynchronously or to receive instruction for their courses synchronously with their classmates and in real-time with the teacher. Also, small-group live webinars are scheduled in each core course once a week to allow classroom teachers the opportunity to address student needs for reteaching, reviewing, practice, and extension. In addition to these small group opportunities, CCA teachers can schedule additional small groups or 1-1 sessions with students to offer further instruction to promote proficiency in grade-level standards and objectives.

Planned instruction consists of at least the following elements: (Chapter 4.12)

- |  |     |
|--|-----|
| <b>9. LEA develops/maintains a standard format that includes scope, sequence, and pacing.</b>  | Yes |
| <b>10. Essential content is developed from PA Core/Academic Content Standards.</b>   | Yes |
| <b>11. Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards.</b> | Yes |



**12. Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist.** Yes

**13. Courses and units of study are developed from measurable outcomes and/or objectives.** Yes

**14. Course objectives to be achieved by all students are identified.** Yes

**15. Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists.** Yes

**16. Describe your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle. (Include content areas and processes)**

CCA continues to expand and improve its course offerings. Curriculum revisions and improvements over the next three years include: 25-26 Grade 9-12 ELA rollout (new curriculum) Exploring competency-based learning models, with potential pilots taking place over the span of this Comprehensive Plan Developing modular courses and assets as part of learning object repository (LCMS) Continued maintenance and revision based on teacher/student feedback loops to improve the async course content and related materials like workbooks and kits Possible addition of some new courses, with a focus on Elementary School and Middle School World Languages

**Based on the responses above, would written curriculum be a priority in your comprehensive plan?** No

**Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?** No

## ASSURANCES: EDUCATOR EFFECTIVENESS

Act 13

Check if Act 13 is NOT used in educator evaluations (Charter/Cyber Charter Schools only).

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories? (Total percent sum of the 4 response boxes must equal 100%)

A. Data Available Classroom Teachers	82
B. Non-Data Available Classroom Teachers	16
C. Non-Teaching Professionals	2
D. Principals	0
<b>Total</b>	<b>100</b>

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
<b>Domain 1: Planning and Preparation</b>	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy	1a: Demonstrating Knowledge of Content and Pedagogy

	Elementary School	Middle School	High School
<b>Domain 2: The Classroom Environment</b>	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport	2a: Creating an Environment of Respect and Rapport
<b>Domain 3: Instruction</b>	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
<b>Domain 4: Professional Responsibilities</b>	4c: Communicating with Families	4c: Communicating with Families	4c: Communicating with Families

**3. What action steps are implemented or will be implemented to build upon the strengths found in the classroom teacher observations?**

Effective and reliable communication with students and families is a fundamental aspect of our school's culture. We are committed to reinforcing this value by integrating communication practices into the orientation of new teachers, ensuring that all staff members comprehend and adhere to our communication standards. Additionally, our recruitment strategies and ongoing professional development opportunities will equip teachers with the necessary tools to enhance their content expertise and uphold high standards of knowledge in their respective fields.

**4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)**

	Elementary School	Middle School	High School
<b>Domain 1: Planning and Preparation</b>	1f: Designing Student Assessments	1f: Designing Student Assessments	1f: Designing Student Assessments
<b>Domain 2: The Classroom Environment</b>	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures	2c: Managing Classroom Procedures

	Elementary School	Middle School	High School
<b>Domain 3: Instruction</b>	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction	3d: Using Assessment in Instruction
<b>Domain 4: Professional Responsibilities</b>	4e: Growing and Developing Professionally	4e: Growing and Developing Professionally	4e: Growing and Developing Professionally

**5. What action steps are implemented or will be implemented to improve the challenges found in the classroom teachers observations?**

At CCA, we acknowledge that teachers may need support in improving their assessment and data literacy skills. To address this, Data Coaches will assist in implementing the Data Wise School Improvement process detailed in our School Improvement Plan. Assistant Principals and Instructional Coaches are currently working with teachers to enhance their capabilities in domain 2c. Additionally, our new CCAU platform will offer various professional learning resources and courses to empower teachers to not only meet but surpass the standards outlined in domain 4e.

**6. What information is used to determine Principal Performance Goals?**

Goals Set	Comments/Considerations
<b>Provided at the district level</b>	A comprehensive review of student performance and engagement as well as teacher performance is conducted during CCA's development of its CSI Plan Needs Analysis and Principal Goals are developed in alignment with the CSI plan and the needs identified at a principal's assigned grade level.

**Goals Set    Comments/Considerations**

**Provided at the building level**    A comprehensive review of student performance and engagement as well as teacher performance is conducted during CCA's development of its CSI Plan Needs Analysis and Principal Goals are developed in alignment with the CSI plan and the needs identified at a principal's assigned grade level.

**Individual principal choice**    Principals may contribute additional data and context to the information reviewed during the needs analysis provided at the district/building level, but in the spirit of alignment and the urgency felt by the administration of a CSI school, principals consistently prefer to defer to the needs analysis when setting goals with executive school leadership.

**Other (state what other is)**

**7. Under Act 13, classroom teachers are required to utilize LEA Selected Measures to develop the Student Performance Measures and possibly the IEP Goals Progress Measures. List student assessments examples each grade/content area will use to develop LEA Selected Measures.**

<b>LEA Selected Measures</b>	<b>Grades/Content Area</b>	<b>Student Assessment Examples</b>
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**Locally  
Developed  
School  
District  
Rubric**

CCA uses a combination of District-Designed Measure & Examination and Nationally Recognized Standardized tests to develop Student Performance Measures.

CCA uses a combination of District-Designed Measure & Examination and Nationally Recognized Standardized tests to develop Student Performance Measures.

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
<b>District-Designed Measure &amp; Examination</b>	CCA uses a combination of pass rates, Act 158 progress (high school) and IEP goal mastery (if applicable) to develop Student Performance Measures in Science, Social Studies, Special/Electives, and Special Education (if applicable).	Special Education example: Distinguished: 76% or more of students in the identified group mastered goals or showed progress Proficient: 75% of students in the identified group mastered goals or showed progress Needs Improvement: 50-74% of students in the identified group mastered goals or showed progress Failing: 49% or below of students in the identified group mastered goals or showed progress. High School General Education example: Distinguished: 100% of students completed (12th grade) or planned (9-11th grade) Proficient: 90-99% students completed (12th grade) or planned (9-11th grade) Needs Improvement: 80-89% students completed (12th grade) or planned (9-11th grade) Failing: 79% or below students completed (12th grade) or planned (9-11th grade) Middle School General Education example: Distinguished: 86% or more of students in the identified group passed Proficient: 80-85% of students in the identified group passed Needs Improvement: 75-79% of students in the identified group passed. If students enter this grade range at any point throughout the rest of the school year, they will be included in your final set of data. Failing: 74% or below of students in the identified group passed

LEA Selected Measures	Grades/Content Area	Student Assessment Examples
<b>Nationally Recognized Standardized Test</b>	To maintain alignment with school improvement goals, CCA uses PVAAS data and i-Ready assessment data to develop Student Performance Measures in grades K-8 (ELA & Math) and in Special Education.	<p>Elementary math example: Distinguished: 76% or more of learners assigned to an individual teacher's iReady class/report group made typical growth on their iReady Mathematics diagnostic from first benchmark of the school year to the final benchmark of the school year. Proficient: 70% - 75% of learners assigned to an individual teacher's iReady class/report group made typical growth on their iReady Mathematics diagnostic from first benchmark of the school year to the final benchmark of the school year. Needs Improvement: 60% - 69% of learners assigned to an individual teacher's iReady class/report group made typical growth on their iReady Mathematics diagnostic from first benchmark of the school year to the final benchmark of the school year. Failing: Less than 59% of learners assigned to an individual teacher's iReady class/report group made typical growth on their iReady Mathematics diagnostic from first benchmark of the school year to the final benchmark of the school year. Middle School ELA example: Distinguished: 76% or more of the learners made typical growth Proficient: 70%-75% of the learners made typical growth Needs improvement: 60%-69% of the learners made typical growth Failing: 59% or below of the learners made typical growth. Special Education example: Distinguished: 81 % or more of the learners made typical growth Proficient: 80% of the learners made typical growth Needs improvement: 70-79%% of the learners made typical growth Failing: 69% or below of the learners made typical growth</p>



<b>LEA Selected Measures</b>	<b>Grades/Content Area</b>	<b>Student Assessment Examples</b>
<b>Industry Certification Examination</b>	CCA uses a combination of District-Designed Measure & Examination and Nationally Recognized Standardized tests to develop Student Performance Measures.	CCA uses a combination of District-Designed Measure & Examination and Nationally Recognized Standardized tests to develop Student Performance Measures.
<b>Student Projects Pursuant to Local Requirements</b>	CCA uses a combination of District-Designed Measure & Examination and Nationally Recognized Standardized tests to develop Student Performance Measures.	CCA uses a combination of District-Designed Measure & Examination and Nationally Recognized Standardized tests to develop Student Performance Measures.

<b>LEA Selected Measures</b>	<b>Grades/Content Area</b>	<b>Student Assessment Examples</b>
<b>Student Portfolios Pursuant to Local Requirements</b>	CCA uses a combination of District-Designed Measure & Examination and Nationally Recognized Standardized tests to develop Student Performance Measures.	CCA uses a combination of District-Designed Measure & Examination and Nationally Recognized Standardized tests to develop Student Performance Measures.

**Based on the responses above, would instructional practices be a priority in your comprehensive plan?**

No

## ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

### Assessment

i-Ready Reading

### Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

3x per school year

No

Yes

Yes

No

### Assessment

i-Ready Mathematics

### Type of Assessment

Benchmark

Frequency or Date Given

K-2

3-5

6-8

9-12

3x per school year

No

Yes

Yes

No

### Assessment

mCLASS Reading

### Type of Assessment

Diagnostic

Frequency or Date Given

K-2

3-5

6-8

9-12

3x per school year

Yes

Yes

No

No

Assessment  
mCLASS Mathematics

Type of Assessment  
Diagnostic

Frequency or Date Given  
3x per school year

K-2  
Yes

3-5  
Yes

6-8

9-12

Assessment  
Curriculum-based Assessments Based on Standards

Type of Assessment  
Summative

Frequency or Date Given  
At the end of course units

K-2  
Yes

3-5  
Yes

6-8  
Yes

9-12  
Yes

## ASSESSMENT (CONTINUED)

### EDUCATION AREAS OF CERTIFICATION

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

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#### **Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?**

Benchmark and diagnostic assessments play a crucial role in our school's commitment to continuous improvement and ensuring that every learner receives the support they need to succeed. Diagnostic assessments are administered in the fall, winter, and spring to gauge learners' academic progress and mastery of key concepts. These assessments are aligned with Pennsylvania State Standards and our curriculum. Therefore, diagnostic results provide valuable insights into assessing a learner's strengths, needs, and progress toward grade-level expectations. Benchmark assessments are given three times a year in the elementary school to all students, and as a progress monitoring tool for learners with more intensive needs, to assess learner's progress towards developing key foundational skills related to literacy and math. Teachers use the insights gained from the analysis of diagnostic and benchmark assessment results to differentiate instruction, design small group activities, and select appropriate instructional materials to meet the diverse needs of their learners. They can also work collaboratively with our reading specialists, math specialists, and special education department to provide targeted personalized interventions as needed. Utilizing the assessment data longitudinally provides valuable information about the effectiveness of instructional strategies and curriculum implementation, guiding ongoing improvement efforts. Administrators and instructional leaders use benchmark and diagnostic assessment data to make data-driven decisions about resource allocation, professional development priorities, and curriculum adjustments. Through a data-driven approach, teachers and administrators collaboratively ensure that each learner receives targeted and effective support on their academic journey.

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Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your  Yes  No

Comprehensive Plan?

## **SIGNATURE AND QUALITY ASSURANCE**

### **EDUCATION AREAS OF CERTIFICATION**

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Chief School Administrator

Date





**Commonwealth Charter Academy CS**

Induction Plan (Chapter 49) | 2024 - 2027

## Profile

<b>LEA Type</b>		AUN
Commonwealth Charter Academy		115220002
<b>Address 1</b>		
1 Innovation Way		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Harrisburg	PA	17110
<b>Chief School Administrator</b>		
Thomas Longenecker		
<b>Chief School Administrator Email</b>		
[REDACTED]		
<b>Educator Induction Plan Coordinator Name</b>		
Nicole Smith		
<b>Educator Induction Plan Coordinator Name Email</b>		
[REDACTED]		
<b>Educator Induction Plan Coordinator Phone Number</b>		<b>Extension</b>
717-710-3300		[REDACTED]

## Steering Committee

### 1 Steering Committee

Name	Title	Committee Role	Chosen/Appointed By
Nicole Smith	Vice President of Instruction and Staff Development	Administrator	School Board of Directors
Becky Smolens	Assistant Director of Instruction and Staff Development	Administrator	Administration Personnel
Jessica Bylina	Elementary Assistant Principal	Administrator	Administration Personnel
David Boyde	Elementary Assistant Principal	Administrator	Administration Personnel
Tom Toth	Elementary Assistant Principal	Administrator	Administration Personnel
Katie Artin	Middle School Assistant Principal	Administrator	Administration Personnel
Mel Bannister	Middle School Assistant Principal	Administrator	Administration Personnel
Nora Knott	Middle School Assistant Principal	Administrator	Administration Personnel
Dan Morrow	High School Assistant Principal	Administrator	Administration Personnel
Todd Monos	High School Assistant Principal	Administrator	Administration Personnel
Rachel Muszika	High School Assistant Principal	Administrator	Administration Personnel
Kimberly Jones	High School Assistant Principal	Administrator	Administration Personnel
Nicole Merriman	Counselor	Education Specialist	Education Specialist
Aliya Gage	Counselor	Education Specialist	Education Specialist
Heather Solt	Special Education Program Specialist	Teacher	Teacher
Grace Gustafson	Manager of Special Education	Administrator	Administration Personnel
Jason Haskins	Manager of Special Education	Administrator	Administration Personnel
Priscilla Altorfer	Manager of Special Education	Administrator	Administration Personnel
Kristin Vath	Learning Department Specialist	Education Specialist	Education Specialist
Elizabeth Mikolajczyk	Elementary Assistant Principal	Administrator	Administration Personnel
Christa Oister	Special Education Program Specialist	Teacher	Teacher
Ashley Blauch	Manager of Special Education	Administrator	Administration Personnel
Christy Nau	Special Education Program Specialist	Teacher	Teacher
Michael Steel	Teacher	Teacher	Teacher
Heidi Wolfe	High School Assistant Principal in Residence	Administrator	Administration Personnel

## Educator Induction Plan

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? <a href="#">(22 Pa Code, 49.16 )</a>	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? <a href="#">(22 Pa Code, 49.16 )</a>	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? <a href="#">(22 Pa Code, 49.16 )</a>	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? <a href="#">(22 Pa Code, 49.16 )</a>	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? ( <a href="#">24 P.S. § 11-1138.8 (c)(3)</a> ) and <a href="#">22 Pa Code, 49.16 )</a>	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	Yes
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes
d. Include a two-year induction program effective the 2024-2025 school year?	Yes

## Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No
<b>Other</b>	

**Please explain the LEA's process for ensuring their mentors have the above selected characteristics.**

Professional staff are invited to submit applications to become mentors annually. The administrative team at CCA reviews the applications and selects individuals with exceptional work performance and a thorough grasp of CCA's mission, vision, values, policies, and procedures. Mentors are then assigned by building-level administrators according to their certifications and teaching assignments. A stipend is provided to mentors in recognition of their additional responsibilities. Each fall, mentors participate in training sessions that outline the expectations and requirements for serving in this role at CCA.

## Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No
<b>Other</b>	

**Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:**

- **Program Structure**
- **Content Included**
- **Meeting Frequency**
- **Delivery Format**

**Program Structure:** The CCA Staff Induction Program (SIP) is designed to support new employees in acclimating to Commonwealth Charter Academy's (CCA) online teaching environment over a two-year period. It includes a general orientation, ongoing support, and professional development opportunities. **Content Included:** The program covers a range of topics such as school policies, teaching strategies, technology use, curriculum, assessment, and professional growth. It progresses from basic orientation to deeper pedagogical theory and collaborative planning. **Meeting Frequency:** New employees participate in synchronous, virtual workshops monthly, complete portfolio assignments, and meet regularly with their mentors. Mentoring sessions occur weekly during the first three months of employment in Year 1, then every other week thereafter. In Year 2, mentors and new employees meet every other week. **Delivery Format:** The program utilizes a combination of synchronous virtual workshops, portfolio assignments, and regular mentorship meetings. Additionally, new employees attend monthly New Employee Support Team meetings and engage in technology training sessions and back-to-school orientations. This structure ensures that new employees receive comprehensive support, guidance, and professional development opportunities to excel in their roles at CCA.



## Educator Induction Plan Topic Areas

Upload the LEA's 2-year Educator Induction Plan, which needs to begin in the 2024-2025 SY.

Induction Handbook 24-25 - FINAL\_be092dcc.pdf

## Code of Professional Practice and Conduct for Educators

### **Selected Observation and Practice Framework(s):**

- 4d: Participating in a Professional Community
- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally
- 4b: Maintaining Accurate Records

### **Timeline**

Year 1 Fall

## Assessments and Progress Monitoring

### **Selected Observation and Practice Framework(s):**

- 1c: Setting Instructional Outcomes
- 1f: Designing Student Assessments

### **Timeline**

Year 1 Fall

Year 1 Spring

Year 2 Winter



## Instructional Practices

### **Selected Observation and Practice Framework(s):**

3b: Using Questioning and Discussion Techniques

1e: Designing Coherent Instruction

1c: Setting Instructional Outcomes

### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

Year 2 Winter

Year 2 Spring

## Standards/Curriculum

### **Selected Observation and Practice Framework(s):**

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

### **Timeline**

Year 1 Fall

Year 1 Spring

Year 2 Fall

## Technology Instruction

### **Selected Observation and Practice Framework(s):**

- 1f: Designing Student Assessments
- 3a: Communicating with Students
- 3c: Engaging Students in Learning

### **Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring
- Year 2 Fall
- Year 2 Winter
- Year 2 Spring

## Progress Reports and Parent-Teacher Conferencing

### **Selected Observation and Practice Framework(s):**

- 1b: Demonstrating Knowledge of Students
- 4c: Communicating with Families

### **Timeline**

- Year 1 Fall
- Year 2 Winter

## Accommodations and Adaptations for diverse learners

### **Selected Observation and Practice Framework(s):**

- 1e: Designing Coherent Instruction
- 1c: Setting Instructional Outcomes

### 3e: Demonstrating Flexibility and Responsiveness

#### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

### Data informed decision making

#### **Selected Observation and Practice Framework(s):**

1f: Designing Student Assessments

#### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

### Materials and Resources for Instruction

#### **Selected Observation and Practice Framework(s):**

#### **Timeline**

Year 1 Fall

Year 1 Winter

Year 1 Spring

Year 2 Fall

## Classroom and student management

### **Selected Observation and Practice Framework(s):**

- 2a: Creating an Environment of Respect and Rapport
- 2d: Managing Student Behavior
- 3a: Communicating with Students
- 2c: Managing Classroom Procedures
- 2b: Establishing a Culture for Learning

### **Timeline**

- Year 1 Fall
- Year 1 Winter
- Year 1 Spring

## Parental and/or community involvement

### **Selected Observation and Practice Framework(s):**

- 4c: Communicating with Families
- 1b: Demonstrating Knowledge of Students
- 2e: Organizing Physical Space

### **Timeline**

- Year 1 Fall

## Professional Ethics Program Framework Guidelines

### **Selected Observation and Practice Framework(s):**

- 4e: Growing and Developing Professionally

4f: Showing Professionalism

**Timeline**

Year 1 Fall

**Culturally Relevant and Sustaining Education Program Framework Guidelines**

**Selected Observation and Practice Framework(s):**

2a: Creating an Environment of Respect and Rapport

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

3a: Communicating with Students

4c: Communicating with Families

**Timeline**

Year 1 Fall

**Educator Effectiveness**

**Selected Observation and Practice Framework(s):**

4a: Reflecting on Teaching

4f: Showing Professionalism

4b: Maintaining Accurate Records

4e: Growing and Developing Professionally

**Timeline**

Year 1 Fall



## Evaluation and Monitoring

### Evaluation and Monitoring

Evaluation and Monitoring \* CCA employs multiple measures to review and evaluate the SIP program each year. Broadly speaking, the SIP is evaluated annually in a summative manner, as well as formatively throughout the two-year program to ensure the program can adjust in real time, if need be, to meet new staff's needs. This section describes both the summative and formative evaluation and monitoring methods used to ensure SIP is effective and new teachers are successful and supported.

**Formative Measures** During the year the SIP committee meets every two weeks to monitor the program's progress, inductee attendance and portfolio submissions, mentor engagement, plan the SIP graduation and address any issues that have come up during the program's implementation. Monthly meetings with mentors are held to ensure mentors are clear on what topics to cover with inductees, to answer mentor questions and share mentor strategies. Mentors also have opportunities to share any concerns related to inductees in private meetings. Frequent meetings with the induction committee and mentor group ensure ongoing collaboration and a high level of responsiveness throughout the duration of the program. During SIP, staff are asked to attend monthly workshops. Attendance is taken at each workshop and stored in the SIP channel of the school's Microsoft Professional Development Team. Staff are also asked to complete monthly assignments. When complete, these assignments are stored in an electronic portfolio where they can be tracked, and feedback can be given by administrators or mentors to the inductees. Finally, during monthly meetings with inductees, mentors also document their sessions, complete a checklist of discussion topics and log their meeting hours.

**Summative Measures** In the spring before the next year's SIP begins, the committee engages in a self-evaluation process where we discuss and list the feedback, we have gathered from stakeholders on how the program can be improved, as well as our own observations of where the SIP program can be strengthened. This process includes an analysis of the SIP activities, portfolio assignments, and monthly mentor checklists. We also look closely at the teachers' self-reflections and program evaluation results which are aligned to each SIP module and the Danielson Framework standards so we can evaluate how well we have met our goals. A participant survey is sent to inductees, mentors, principals, assistant principals, educational specialists and vice provosts to determine the strengths and weaknesses of the program and stakeholders' level of satisfaction with the learning activities, resources provided and SIP results in the classroom. The survey collects both quantitative and qualitative data on stakeholders' experience to provide a balanced of the program's design and performance. This data is analyzed and used to adjust SIP for the following school year. To ensure effective monitoring and implementation of the program, a designated administrator at each department (Elementary, Middle and High schools, Special Educatio, ELD, and Counselors) receives, evaluates, monitors and archives all mentor records for their inductees and inductee portfolios to ensure a high level of engagement in the program and program completion. At the end of the two-year program, teachers graduate from SIP and receive a certificate of completion. A copy of all certificates is kept in the SIP archives and sent to Human Resources.

## Documentation of Participation and Completion

Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes

Confirm that all first-year teachers are required to participate in the induction program.

Yes

**If "No" is selected, please explain what individuals were not included in the Induction Program and why.**



## Signatures and Quality Assurance

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

<b>Educator Induction Plan Coordinator</b>	<b>Date</b>
Nicole A. Smith	2024-04-19

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

<b>Chief School Administrator</b>	<b>Date</b>



# INSTRUCTION AND STAFF DEVELOPMENT

Staff Induction  
Program Handbook

**2024-2025**  
School Year

HOW SCHOOLS SHOULD WORK

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## Addendums

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### ***For School Administrators:***

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**Goals of the CCA Staff Induction Program (SIP)**

Educator quality is the largest single factor influencing learner learning. At CCA, we have established an induction program and support network to develop high quality educators who thrive in the online teaching setting. Through CCA’s Staff Induction Program (SIP), each new employee is provided with a general orientation to Commonwealth Charter Academy and will be able to increase their knowledge of our information systems, curriculum, processes, and culture. Instructional Specialists, Mentors, supervisors, and colleagues provide the new employee with comprehensive support, time, and relationships to thrive in their new position.

**The objectives of SIP are to:**

- Familiarize the new employee with school policies and practices and to integrate new employees into the social system of the school and the community.
- Provide opportunities for the new employees to analyze and reflect on their teaching with coaching from veteran teachers.
- Support the development of the new employee’s professional knowledge and skills.
- Provide continued assistance in facing the challenges of the new teacher.
- Cultivate a professional attitude toward teaching and learning, and in working with others such as learners, families, and colleagues.

The SIP at CCA is designed to support the development and refinement of pedagogy in the online setting. It is impossible to learn all there is to know about being an effective online teacher at one time, so the induction process has been carefully mapped out over two years to allow new employees to focus first on the highest priority needs such as systems tutorials, basic online teaching practices, and learning about our school culture and climate. As the program progresses, the induction topics will focus more on theory, collaborative planning, curriculum, and assessment, helping the new employee to become more confident in their virtual classroom.

**The following roles participate in CCA’s SIP:**

<b>Teaching Professionals</b>	<b>Non-Teaching Professionals</b>
<ul style="list-style-type: none"> <li>● General Educators</li> <li>● Special Educators (with a class)</li> <li>● Interventionists (with a class)</li> <li>● Teachers on Assignment (TOAs)</li> </ul>	<ul style="list-style-type: none"> <li>● Counselors</li> <li>● Interventionists (push-in)</li> <li>● Itinerant Special Education Educators                             <ul style="list-style-type: none"> <li>● Instructional Specialists</li> <li>● Content Specialists</li> <li>● Speech Therapists</li> <li>● School Psychologists</li> </ul> </li> </ul>

Educators, specialists, and long-term substitutes that are new to CCA with [Level II certification](#) and **online teaching experience** may participate in orientation only and/or an abbreviated version of the two-year



induction program depending on the employee's start date and prior experience. The Induction Committee will consider these special situations as they arise.

## Guidelines for Mentors and New Employees

Mentors are an important part of the Induction process. A Mentor is a proficient or exemplary and experienced staff member who has demonstrated sound pedagogical application in the online classroom and is well-versed in CCA information and technology systems. Mentors must have two or more years of satisfactory experience at CCA and/or a Level II certification and/or require a CCA administrator's recommendation. While a Mentor will be provided to each new employee, they are a resource to be used in combination with the induction modules, Instructional Specialists, team colleagues, and supervisors.

The following guidelines are established to assist the mentor and new employee in addressing the needs and concerns of the new employee:

### ***New employees:***

- **Attend all scheduled mentoring sessions** (Year 1, once a week through the first three months of employment, then every other week for the remainder of the year. Year 2, every other week.)
- **Play an active role** in the mentoring relationship. A new employee can do this by offering critical reflections on their own practice and by identifying areas in which assistance is needed.
- **Seek out help.** Consult with team members and remain open to feedback to develop professionally.
- **Observe experienced staff at work.** The new employee, with the help of their mentor, will participate in a scheduled observation of experienced staff members.
- **Participate regularly in programs organized for new employees.** These include but are not limited to back-to-school orientations, mentor meetings, technology training sessions, and monthly induction meetings.
- **Participate in a supportive process for maintaining a mentor/new employee relationship.** If an unresolvable issue arises in the mentor/new employee relationship, the new employee or mentor can request a meeting with the induction lead to reach a resolution to the issue.

### ***Mentors:***

- **Participate in activities during the CCA Staff Induction Program.**
- **Attend monthly New Employee Support Team meetings (formerly Induction Meetings)** on the first Wednesday of each month
- **Ensure a strong start to the year.** Provide a seamless transition into the new staff position.
- **Meet frequently throughout the school year.** In Year 1, Mentors and new employees should meet at least once a week during the first three months of hire, and at least twice each month in months five through ten.
  - Mentors - Year 2 Mentors and new employees meet every other week. At these meetings Mentors cover items on the checklist and review and give feedback to the new employee on the monthly addendum assignment.
- **Mentors should also keep a log of all meetings with their mentees.**



- **Provide instructional support.** This includes, but is not limited to:
  - Providing regular opportunities for new employee(s) to observe Mentor teaching/work experiences.
  - Participating in discussions following lessons that draw upon reflective thinking strategies.
  - Provide feedback on lesson plans.
  - Maintaining open communication with new employee.
  - Supporting teaching and learning standards of the state curriculum frameworks.
  - Refining various teaching strategies.
  - Addressing issues such as classroom management and communicating effectively with families.
  - Recognizing and addressing multiple learning styles and individual learner needs.
- **Provide professional support.** New employees need to be informed of school policies and procedures. Assistant Principals/supervisors and Mentors should be a resource for information on evaluation and professional practice.
- **Provide guidance and assistance at all transition points** throughout the year (beginning of school year; end of marking periods/semesters; before and after breaks).
- **Provide personal support.** Mentors can help relieve the stress on new employees by introducing them to other colleagues and providing support and encouragement to help the new employee put problems in perspective.
- **Provide directions** to obtain resources pertaining to content, tools, support, etc.
- **Maintain a confidential relationship with the new employee.** It is important that new employees are confident that the dialogue they have with their Mentor is safe and secure and they will get nurturing and supportive feedback from their mentor.
- **Serve as a liaison.** The Mentor should have the knowledge and skills to refer the new employee to other teachers and educational resources, so that the new employee is exposed to a variety of perspectives and instructional practices.
- **Participate in a supportive process for maintaining a positive relationship with a new employee.** If an unresolvable issue arises in the Mentor and the new employee relationship, the new employee or Mentor can request a meeting with the Assistant Principal/New Employee Support Team Admin to reach a resolution to the issue.



## Roles of Administrators

*Principal, Assistant Principals, Supervisor of Special Education and Induction Lead:*

- **Direct supervisor to meet with the new staff no less than once/month** to review timely topics and answer related questions (progress reports, communication efforts, classroom instruction, evaluation, collegial practices, professional development opportunities)
- **Observe** new staff at least three times per year, providing both written and verbal feedback.
- **Establish a school culture** that is built on collegiality and supports collaboration among new and veteran staff.
- **Ensure reasonable working conditions** for the new employee that will promote a successful first year.
- **Promote and encourage** opportunities for the new employee to observe exemplary teachers in the school.
- **Provide support and encouragement** to all new staff by listening and remaining open to new teacher ideas and suggestions regarding school policy, scheduling, personnel, learner concerns, and curriculum issues.
- **Engage in periodic check-ins** with new staff and Mentors regarding the mentoring and induction progress, with full understanding and respect for the confidentiality between mentor and new employee.
- **Participate in a supportive process for maintaining a Mentor/new employee relationship.** If an unresolvable issue arises in the Mentor/new employee relationship, the new employee or Mentor can request a meeting with the Assistant Principal/New Employee Support Team Lead to reach a resolution to the issue.

## Timeline of the Staff Induction Program

In both Year 1 and Year 2 of the SIP, staff will participate in the following activities each month:

(1) a synchronous, virtual workshop, (2) complete a portfolio assignment, (3) meet regularly with their Mentor.

The first year focuses on topics that are differentiated based on the role of the new employee. They are designed to help build a strong foundation and understanding of the technology and resources utilized at Commonwealth Charter Academy to support learning and instruction. The modules are also designed to support the different needs of learners, and how to best personalize learning in order to help all learners meet success.

Also during the first year, staff will complete modules during their first three months which focus on Culturally Relevant and Sustaining Education, Structured Literacy, and an Introduction to Educator Effectiveness.

Year 2 is built upon the work of Robert Marzano and John Hattie and centers on as applied in K-12 online learning. Staff will dive deeper into their understanding of each strategy and how to implement them in both synchronous and asynchronous contexts. Staff also participate in specialized technology training based upon their needs. Finally, staff complete monthly portfolio assignments that include activities such as observations, lesson plan reviews, reflections, and self-assessments.



SIP Completion Based Upon Month of Hire: Schedule for School Years 24-27

New employees hired the summer before the start of the school year through September will begin the SIP program in September as Month 1. New employees with a hire month after September will begin the program on the month they join CCA and will begin with Month 1 topics. They will complete subsequent months the following school year. At the end of Year 1, new employees will begin Year 2 of Induction. A schedule for SIP completion based on the month of hire is provided on the next page.

Hire Month	2024				2025				2026				2027														
	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Summer of 2024	Sept	Oct	Nov	Dec	Jan	Feb	March	April	End of Y1	Y2M1	Y2M2	Y2M3	Y2M4	Y2M5	Y2M6	Y2M7	Y2M8	Graduate	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
September of 2024	Sept	Oct	Nov	Dec	Jan	Feb	March	April	End of Y1	Y2M1	Y2M2	Y2M3	Y2M4	Y2M5	Y2M6	Y2M7	Y2M8	Graduate	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
October of 2024	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	End of Y1	Y2M1	Y2M2	Y2M3	Y2M4	Y2M5	Y2M6	Y2M7	Y2M8	Graduate	Oct	Nov	Dec	Jan	Feb	March	April	May
November of 2024	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Y1M1	End of Y1	Y2M1	Y2M2	Y2M5	Y2M6	Y2M5	Y2M6	Y2M7	Y2M8	Graduate	Nov	Dec	Jan	Feb	March	April	May
December of 2024	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Y1M1	Y1M2	End of Y1	Y2M1	Y2M2	Y2M3	Y2M4	Y2M5	Y2M6	Y2M7	Y2M8	Graduate	Dec	Jan	Feb	March	April	May
January of 2025	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Y1M1	Y1M2	Y1M3	End of Y1	Y2M1	Y2M2	Y2M3	Y2M4	Y2M5	Y2M6	Y2M7	Y2M8	Graduate	Jan	Feb	March	April	May
February of 2025	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Y1M1	Y1M2	Y1M3	Y1M4	End of Y1	Y2M1	Y2M2	Y2M3	Y2M4	Y2M5	Y2M6	Y2M7	Y2M8	Graduate	Feb	March	April	May
March of 2025	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Y1M1	Y1M2	Y1M3	Y1M4	Y1M5	End of Y1	Y2M1	Y2M2	Y2M3	Y2M4	Y2M5	Y2M6	Y2M7	Y2M8	Graduate	March	April	May
April of 2025	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Y1M1	Y1M2	Y1M3	Y1M4	Y1M5	Y1M6	End of Y1	Y2M1	Y2M2	Y2M3	Y2M4	Y2M5	Y2M6	Y2M7	Y2M8	Graduate	April	May
May of 2025	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Y1M1	Y1M2	Y1M3	Y1M4	Y1M5	Y1M6	Y1M7	Y1M8	End of Y1	Y2M1	Y2M2	Y2M3	Y2M4	Y2M5	Y2M6	Y2M7	Y2M8	Graduate
June-September of 2025	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Y1M1	Y1M2	Y1M3	Y1M4	Y1M5	Y1M6	Y1M7	Y1M8	End of Y1	Y2M1	Y2M2	Y2M3	Y2M4	Y2M5	Y2M6	Y2M7	Y2M8	Graduate

Requirements of the Staff Induction Program:

Year One

- ✓ Completion of all assignments listed within the modules.
- ✓ Attend monthly New Employee Support Team meetings September through April live (Act 48 credit will be recorded).
  - If staff are not able to attend a meeting for any reason, they must receive approval from their New Employee Support Team Admin to be excused for that month
- ✓ Attend weekly meetings with Mentor.
- ✓ Attend the SIP Year 1 ceremony.

Induction Schedule: Year One

- New employees will begin the SIP the first month they are hired. For example, if a teacher is hired in November, they begin the program in November as their “Month 1” and will be a part of the November cohort.
  - New employees will then complete modules on a rotating basis (based on the previous example December would be “Month 2”, January “Month 3” and so-on, with the completion of Year 1 being in October of the subsequent year)
- The module topics and assignments will differ for teachers, Special Education staff, School Counselors, and other staff to ensure alignment with the needs of the programs. This will be indicated in the schedule.
- **Each assignment is due by the last day of the month in which it was assigned.**

*Continue to the following page to view the schedule.*





**General Education & ELD Teachers****Year 1: Month 1**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Commonly Used Technology at CCA**

This module will cover a deeper dive into tools for communicating with staff and families, such as Teams, Outlook, and edio. Educators will learn more about Zoom features and how to host and manage a class. They'll also learn about how to properly create and share files with learners and colleagues, and will learn the tools available for scheduling meetings with learners. Finally, staff will learn about how to get support for issues via Zen Desk and Philips.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

**Year 1: Month 2**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Variant Introduction and Overview**

Staff will be introduced to the concept of a variant and how/why they are used at CCA. They will learn the basic functionality of creating a variant, and will gain access to resources to help create them, including course scope & sequence documents, teacher's guides, etc. They will learn about accurately supporting learners with IEPs/504s and those who are non-native English speakers, and legal considerations that should be taken into consideration.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

**Year 1: Month 3**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Communicating with Families**

Staff will learn the importance of maintaining accurate logs after communicating with families. They will review strategies for reaching learners, and things to consider when creating electronic communications. They will also learn tools and strategies for communicating with families whose primary language isn't English.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

**Year 1: Month 4**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Best Practices for Synchronous Instruction**

In this module, educators will learn more about engagement tools that can be utilized for delivering live instruction to learners, including Nearpod, Pear Deck, and others. They will review the process for creating an online lesson, and resources that are available to support lesson planning. Educators will review the importance of establishing a classroom community from Day 1, and will discuss classroom management techniques to support all learners.

**Year 1: Month 5**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Supporting Learners with Special Needs**

Educators will learn how CCA supports learners with IEPs/504s, and those who are non-native English speakers. They will review the expectations for staff before, during, and after an IEP meeting, and the legal policy for supporting learners with special needs. They will learn about how to create modifications and accommodations in lessons, and how to adapt instruction to meet the needs of all learners, both in a synchronous and asynchronous learning environment.

### Year 1: Month 6

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Best Practices for Asynchronous Instruction

In this module, educators will review the best practices for supporting learners who don't regularly attend live sessions. They will review data points available within edio to help make educational decisions and use as formative assessments. They will also review Universal Design for Learning, and how to make lessons more accessible for all learners.

### Year 1: Month 7

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Grading & Feedback

Educators will review CCA's policies for grading assessments and providing feedback for learners. They learn strategies for providing high-quality feedback on assessments, and how to support learners who may not put forth their best effort. They will also review strategies for communicating grades with families

### Year 1: Month 8

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Supporting & Reengaging Struggling Learners

In this module educators will review best practices for reengaging learners who are struggling. They will learn options for creating Catch-Up Plans that include essentializing content, creating alternate assessment options, scaffolding text for learners who aren't reading on-level, and what to be mindful of when helping learners get caught up.

### Year 1: Month 9

*A separate invite will be sent by the New Employee Support Team Admin by program level*

#### Year 1 Completion Ceremony



## Speech & Language Pathologists

### Year 1: Month 1

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Commonly Used Technology at CCA & Communicating with Families

This module will cover a deeper dive into tools for communicating with staff and families, such as Teams, Outlook, and edio. Educators will learn more about Zoom features and how to host and manage a class. They'll also learn about how to properly create and share files with learners and colleagues, and will learn the tools available for scheduling meetings with learners. Finally, staff will learn about how to get support for issues via Zen Desk and Philips.

Staff will learn the importance of maintaining accurate logs after communicating with families. They will review strategies for reaching learners, and things to consider when creating electronic communications. They will also learn tools and strategies for communicating with families whose primary language isn't English.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

### Year 1: Month 2

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Appropriate IEP Goals and Skill Progression for S&L

In this module staff will learn about supporting accurate data collection, assessing the quality of progress monitoring data, and determining appropriate progression for target skills in the areas of articulation and language.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

### Year 1: Month 3

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Writing a Speech Report for a Report

This module will review the evaluation process at CCA. It will focus on components of Comprehensive Evaluations, how to obtain clarification or additional information, and supporting academic impact.

### Year 1: Month 4

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Writing a Meaningful SDI

This module will review the difference between an accommodation and modification. It will discuss what "specifically designed instruction" is, and how to write a meaningful SDI. This module will also review how an SDI is implemented for synchronous and asynchronous learners, and how General Education staff apply SDIs within posted lessons.

### Year 1: Month 5

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Extended School Year – Qualification and Documentation



Through this module, staff will learn what ESY is and how learners qualify at CCA. They will learn determining factors, the decision process, and deadlines for recommending and selecting learners for the program.

**Year 1: Month 6**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Collaborating with the IEP Team to Meet Learner Needs**

This module will focus on how the Special Education team as a whole collaborates to support learners at CCA. Staff will review what good input looks like for a meeting, how to get good input from teachers

**Year 1: Month 7**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Supporting & Reengaging Struggling Learners**

In this module educators will review best practices for reengaging learners who are struggling. They will learn options for creating Catch-Up Plans that include essentializing content, creating alternate assessment options, scaffolding text for learners who aren't reading on-level, and what to be mindful of when helping learners get caught up.

**Year 1: Month 8**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Reflections**

This month staff will reflect on the following areas:

- Organization/Planning learner instruction and progress monitoring
  - Meeting timelines
  - IEP writing

They will also create a plan/goal for growth next school year

**Year 1: Month 9**

*A separate invite will be sent by the New Employee Support Team Admin by program level*

**Year 1 Completion Ceremony**



## Itinerant Special Education Teachers

### Year 1: Month 1

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Commonly Used Technology at CCA & Communicating with Families

This module will cover a deeper dive into tools for communicating with staff and families, such as Teams, Outlook, and edio. Educators will learn more about Zoom features and how to host and manage a class. They'll also learn about how to properly create and share files with learners and colleagues, and will learn the tools available for scheduling meetings with learners. Finally, staff will learn about how to get support for issues via Zen Desk and Philips.

Staff will learn the importance of maintaining accurate logs after communicating with families. They will review strategies for reaching learners, and things to consider when creating electronic communications. They will also learn tools and strategies for communicating with families whose primary language isn't English.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

### Year 1: Month 2

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Effective Sessions for Progress Monitoring and Instruction on IEP Goals

In this module staff will learn how CCA organizes learners into small groups – by goals, types, and levels. Staff will also focus on error analysis to drive instruction, and will learn resources for small group instruction. They will also learn about various teaching tools that can be utilized to increase engagement in synchronous instruction.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

### Year 1: Month 3

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Variant Introduction and Overview

Staff will be introduced to the concept of a variant and how/why they are used at CCA. They will learn the basic functionality of creating a variant, and will gain access to resources to help create them, including course scope & sequence documents, teacher's guides, etc. They will learn about accurately supporting learners with IEPs/504s and those who are non-native English speakers, and legal considerations that should be taken into consideration.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

### Year 1: Month 4

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Writing a Meaningful SDI

This module will review the difference between an accommodation and modification. It will discuss what "specifically designed instruction" is, and how to write a meaningful SDI. This module will also review how an SDI is implemented for synchronous and asynchronous learners, and how General Education staff apply SDIs within posted lessons.



**Year 1: Month 5**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Extended School Year – Qualification and Documentation**

Through this module, staff will learn what ESY is and how learners qualify at CCA. They will learn determining factors, the decision process, and deadlines for recommending and selecting learners for the program.

**Year 1: Month 6**

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**Collaborating with the IEP Team to Meet Learner Needs**

This module will focus on how the Special Education team as a whole collaborates to support learners at CCA. Staff will review what good input looks like for a meeting, how to get good input from teachers.

**Year 1: Month 7**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Supporting & Reengaging Struggling Learners**

In this module educators will review best practices for reengaging learners who are struggling. They will learn options for creating Catch-Up Plans that include essentializing content, creating alternate assessment options, scaffolding text for learners who aren't reading on-level, and what to be mindful of when helping learners get caught up.

**Year 1: Month 8**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Reflections**

This month staff will reflect on the following areas:

- Organization/Planning learner instruction and progress monitoring
  - Meeting timelines
  - IEP writing

They will also create a plan/goal for growth next school year

**Year 1: Month 9**

*A separate invite will be sent by the New Employee Support Team Admin by program level*

**Year 1 Completion Ceremony**



## Supplemental/Full-Time Learning Support

### Year 1: Month 1

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Commonly Used Technology at CCA & Communicating with Families

This module will cover a deeper dive into tools for communicating with staff and families, such as Teams, Outlook, and edio. Educators will learn more about Zoom features and how to host and manage a class. They'll also learn about how to properly create and share files with learners and colleagues, and will learn the tools available for scheduling meetings with learners. Finally, staff will learn about how to get support for issues via Zen Desk and Philips.

Staff will learn the importance of maintaining accurate logs after communicating with families. They will review strategies for reaching learners, and things to consider when creating electronic communications. They will also learn tools and strategies for communicating with families whose primary language isn't English.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

### Year 1: Month 2

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Effective Sessions for Progress Monitoring and Instruction on IEP Goals

In this module staff will learn how CCA organizes learners into small groups – by goals, types, and levels. Staff will also focus on error analysis to drive instruction, and will learn resources for small group instruction. They will also learn about various teaching tools that can be utilized to increase engagement in synchronous instruction.

### Year 1: Month 3

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Variant Introduction and Overview

Staff will be introduced to the concept of a variant and how/why they are used at CCA. They will learn the basic functionality of creating a variant, and will gain access to resources to help create them, including course scope & sequence documents, teacher's guides, etc. They will learn about accurately supporting learners with IEPs/504s and those who are non-native English speakers, and legal considerations that should be taken into consideration.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

### Year 1: Month 4

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Planning for Modified Courses

This month will focus on best practices for modifying lessons for learners. Staff will review the differences between modifications and accommodations, as well as UDL versus differentiation. Staff will also review where to locate standards for courses and lessons, and will review ideas for essentializing course content using standards.

### Year 1: Month 5

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Extended School Year – Qualification and Documentation



Through this module, staff will learn what ESY is and how learners qualify at CCA. They will learn determining factors, the decision process, and deadlines for recommending and selecting learners for the program.

### Year 1: Month 6

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Collaborating with the IEP Team to Meet Learner Needs

This module will focus on how the Special Education team as a whole collaborates to support learners at CCA. Staff will review what good input looks like for a meeting, how to get good input from teachers

### Year 1: Month 7

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Supporting & Reengaging Struggling Learners

In this module educators will review best practices for reengaging learners who are struggling. They will learn options for creating Catch-Up Plans that include essentializing content, creating alternate assessment options, scaffolding text for learners who aren't reading on-level, and what to be mindful of when helping learners get caught up.

### Year 1: Month 8

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Reflections

This month staff will reflect on the following areas:

- Organization/Planning learner instruction and progress monitoring
  - Meeting timelines
  - IEP writing

They will also create a plan/goal for growth next school year

### Year 1: Month 9

*A separate invite will be sent by the New Employee Support Team Admin by program level*

#### Year 1 Completion Ceremony





**Full-Time Life Skills Support****Year 1: Month 1**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Commonly Used Technology at CCA &  
Communicating with Families**

This module will cover a deeper dive into tools for communicating with staff and families, such as Teams, Outlook, and edio. Educators will learn more about Zoom features and how to host and manage a class. They'll also learn about how to properly create and share files with learners and colleagues, and will learn the tools available for scheduling meetings with learners. Finally, staff will learn about how to get support for issues via Zen Desk and Philips.

Staff will learn the importance of maintaining accurate logs after communicating with families. They will review strategies for reaching learners, and things to consider when creating electronic communications. They will also learn tools and strategies for communicating with families whose primary language isn't English.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

**Year 1: Month 2**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Polaris Introduction & Creating Roadmaps**

In this module, staff will review the Polaris Dashboard and learn how to navigate important features of the program, including profiles, assessments, etc. Staff will review accommodations and modifications, resources for collecting progress monitoring data, and learn how to add pertinent data to graphs for monitoring.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

**Year 1: Month 3**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Assessment and Data Tracking with Polaris**

This month's module will build off of Month #1. Staff will review an overview of N2Y GPS and the Polaris Library. They will review ULS Profiles and benchmarking plans. In addition, staff will learn more about creating goals and objectives for learners, as well as continue to learn about creating graphs based on progress monitoring data.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

**Year 1: Month 4**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Role of a Success Coach in Life Skills**

During this month, new staff will learn about the role of a Success Coach, and how this person supports the Special Education Team at CCA. They will learn about how to work with a Success Coach to support learners, and materials that are available for teaching. Staff will also learn about case manager tasks with regards to Success Coaches.



**Year 1: Month 5**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Extended School Year – Qualification and Documentation**

Through this module, staff will learn what ESY is and how learners qualify at CCA. They will learn determining factors, the decision process, and deadlines for recommending and selecting learners for the program.

**Year 1: Month 6**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Collaborating with the IEP Team to Meet Learner Needs**

This module will focus on how the Special Education team as a whole collaborates to support learners at CCA. Staff will review what good input looks like for a meeting, how to get good input from teachers.

**Year 1: Month 7**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Supporting Struggling & On-Track Learners with ULS**

During this month, new staff will focus on interpreting data from various sources to assist with creating interventions and monitoring goals. Staff will learn how to create an addendum in Polaris, as well as track progress towards goals.

**Year 1: Month 8**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Symbolstix**

In this module, educators will learn about Symbolstix – an evidence-based symbol communication tool that is used at CCA to ensure learners have access to learning, language and self-expression. They'll learn how to access templates, find symbols, make and assign boards, and share boards with others. Staff will also reflect on their learning for the year and create a plan/goal for next school year.

**Year 1: Month 9**

*A separate invite will be sent by the New Employee Support Team Admin by program level*

**Year 1 Completion Ceremony**

**Full-Time Autistic Support****Year 1: Month 1**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Commonly Used Technology at CCA &  
Communicating with Families**

This module will cover a deeper dive into tools for communicating with staff and families, such as Teams, Outlook, and edio. Educators will learn more about Zoom features and how to host and manage a class. They'll also learn about how to properly create and share files with learners and colleagues, and will learn the tools available for scheduling meetings with learners. Finally, staff will learn about how to get support for issues via Zen Desk and Philips.

Staff will learn the importance of maintaining accurate logs after communicating with families. They will review strategies for reaching learners, and things to consider when creating electronic communications. They will also learn tools and strategies for communicating with families whose primary language isn't English.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

**Year 1: Month 2**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Polaris Introduction & Creating Roadmaps**

In this module, staff will review the Polaris Dashboard and learn how to navigate important features of the program, including profiles, assessments, etc. Staff will review accommodations and modifications, resources for collecting progress monitoring data, and learn how to add pertinent data to graphs for monitoring.

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**Year 1: Month 3**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Assessment and Data Tracking with Polaris**

This month's module will build off of Month #1. Staff will review an overview of N2Y GPS and the Polaris Library. They will review ULS Profiles and benchmarking plans. In addition, staff will learn more about creating goals and objectives for learners, as well as continue to learn about creating graphs based on progress monitoring data.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

**Year 1: Month 4**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**ABA and Verbal Behavior**

In this module, educators will review verbal behavior operants – embedding operants, verbal behavior, and embedding this into instruction. They will also review ABA assessments – VB-MAPP, EFL, and AFLS.

**Year 1: Month 5**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*



**Extended School Year – Qualification and Documentation**

Through this module, staff will learn what ESY is and how learners qualify at CCA. They will learn determining factors, the decision process, and deadlines for recommending and selecting learners for the program.

**Year 1: Month 6**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Collaborating with the IEP Team to Meet Learner Needs**

This module will focus on how the Special Education team as a whole collaborates to support learners at CCA. Staff will review what good input looks like for a meeting, how to get good input from teachers.

**Year 1: Month 7**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Supporting Struggling & On-Track Learners with ULS**

During this month, new staff will focus on interpreting data from various sources to assist with creating interventions and monitoring goals. Staff will learn how to create an addendum in Polaris, as well as track progress towards goals.

**Year 1: Month 8**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Symbolstix**

In this module, educators will learn about Symbolstix – an evidence-based symbol communication tool that is used at CCA to ensure learners have access to learning, language and self-expression. They'll learn how to access templates, find symbols, make and assign boards, and share boards with others. Staff will also reflect on their learning for the year and create a plan/goal for next school year.

**Year 1: Month 9**

*A separate invite will be sent by the New Employee Support Team Admin by program level*

**Year 1 Completion Ceremony**

**School Psychologists****Year 1: Month 1**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Commonly Used Technology at CCA**

This module will cover a deeper dive into tools for communicating with staff and families, such as Teams, Outlook, and edio. Educators will learn more about Zoom features and how to host and manage a class. They'll also learn about how to properly create and share files with learners and colleagues, and will learn the tools available for scheduling meetings with learners. Finally, staff will learn about how to get support for issues via Zen Desk and Philips.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

**Year 1: Month 2**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Testing Due to a Special Request**

In this module, staff will learn the process for testing due to a special request. Staff will learn where to procure materials for testing, and the process for scheduling with a parent and adding the appointment to a learner's calendar.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

**Year 1: Month 3**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Using Jira**

This month staff will learn about Jira – a workflow program that allows staff to create and track processes. Staff will review how to access the program, tag an issue, and when and how the program should be utilized.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

**Year 1: Month 4**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**IEPWriter**

This module focuses on IEPWriter – the program utilized at CCA to write IEPs, ERs, and more. Staff will learn how to access the program, how to search for learners within the system, and how to start and finalize consent forms.

**Year 1: Month 5**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Reviewing Reports**

During this month, new staff will learn the process for reviewing reports at CCA. Staff will learn how to access necessary spreadsheets, how to review templates provided to external partners, and what to do when they have questions.

**Year 1: Month 6**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Collaboration with Contracted Providers**

This module focuses on the process for communicating with external providers. Staff will learn how to communicate with outside partners, and how to find providers in IEPWriter.

**Year 1: Month 7**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Process for Communicating with Families**

This month new staff will learn more about how learner cases are distributed to School Psyches for review. They will review how to update necessary documents in Jira and Excel, as well as the process for creating and distributing consents in IEPWriter.

**Year 1: Month 8**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Reflection**

During this month, new staff will reflect upon their first year. Staff will determine any additional supports needed from their team, and create a plan/goal for next school year.

**Year 1: Month 9**

*A separate invite will be sent by the New Employee Support Team Admin by program level*

**Year 1 Completion Ceremony**





## Counselors & School Social Workers

### Year 1: Month 1

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Graduation Requirements

In this module, Counselors will learn what requirements exist within CCA for learners to graduate. They will review the requirement set for from PDE, including Act 158 requirements.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

### Year 1: Month 2

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Course Selection

In the second module, Counselors will review the process for course selection, including the timeline for choosing courses and how to support homeroom teachers during this process. Counselors will learn about the course verification process, and review the course catalog. They will also learn about Summer School offerings at CCA.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

### Year 1: Month 3

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Commonly Used Technology at CCA

This module will cover a deeper dive into tools for communicating with staff and families, such as Teams, Outlook, and edio. Educators will learn more about Zoom features and how to host and manage a class. They'll also learn about how to properly create and share files with learners and colleagues, and will learn the tools available for scheduling meetings with learners. Finally, staff will learn about how to get support for issues via Zen Desk and Philips.

*\*Staff will also work on completing their separate modules for Culturally Relevant and Sustaining Education, Structured Literacy, and the Introduction to Educator Effectiveness*

### Year 1: Month 4

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Frequently Used Programs

During this month, Counselors will review commonly used technology. This includes PowerSchool for reviewing transcripts, grades, test results, and various forms. This also includes OnBase for placement, learner records, course requests and received documentation.

### Year 1: Month 5

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

#### Records/Enrollment

In this module, new Counselors will review the process for reviewing records in OnBase. They will also review how to use these documents to place a learner in appropriate courses, what to do if no records are available (and how to make a placement without documentation), and scheduling for new learners.



**Year 1: Month 6**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Resources and Support for Learners**

This module focuses on supporting learners in all areas. Counselors will review the process for referring a learner to the Learner Response Team (SRT), Learner Assistance Program (SAP), and how learners are recommended for a 504/IEP.

This module will also review how to support learners experiencing homelessness, those who are pregnant and parenting, learners experiencing mental health crisis, grief, trauma, hospitalization, and more. Counselors will learn how to support these learners and how to work with outside agencies to provide support.

**Year 1: Month 7**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Career Readiness & College Preparation**

In this module, new Counselors will review best practices for supporting learners with their next steps after high school. This includes dual enrollment, career programs, internships, co-op, military, career consultations, early graduation, gap-year, college preparation and more.

**Year 1: Month 8**

*Induction Meetings are held the first Wednesday of each month from 3:15-4:15 pm*

**Graduation**

During this month, new Counselors will learn about the process for Graduation at CCA. They'll review how to verify that all requirements have been met by learners, and how to verify Act 158 completion. New Counselors will also learn how to support learners who are missing any component of these requirements. They will also learn about ordering cap and gowns, signing up for graduation, and how Counselors support graduation at the various ceremonies held across the State.

**Year 1: Month 9**

*A separate invite will be sent by the New Employee Support Team Admin by program level*

**Year 1 Completion Ceremony**





## Requirements of the Induction Program: Year Two

- ✓ Completion of all assignments listed within the modules.
- ✓ Attend monthly induction meetings September through April (Act 48 credit will be recorded).
  - *If staff are not able to attend a meeting for any reason, they must receive approval from their Induction Admin to be excused for that month*
- ✓ Attend meetings with Mentor.
- ✓ Attend SIP graduation.
  - Congratulations! You have completed the CCA SIP program!

## Induction Schedule: Year Two

- Staff members will begin Year 2 induction when they finish Year 1.
  - For example, if a teacher is hired in November, they begin the SIP program in November beginning with Module 1. In this example they will finish Year 1 September and October modules during the next school year. They will then begin Year 2 in November. The following year they will finish Year 2 September and October modules.
- The module topics and assignments will differ for teachers, Special Education staff, School Counselors, and other staff to ensure alignment with the needs of the programs. This will be indicated in the schedule.
- **Each assignment is due by the last day of the month in which it was assigned.**

*Continue to the following page to view the schedule.*

**Year 2: Month 1***Induction Meetings are held the first Wednesday of each month from 3:30-4:30 pm***Topic:****High Impact Teaching Strategies: Setting Goals, A Clear Focus for the Lesson & Explicit Instruction**

Many educational researchers have elaborated on the importance of ensuring learners have a clear understanding of what the learning target or focus is for the lesson. When paired with explicit teaching practices, these two high impact teaching strategies clearly show learners what to do and how to do it. In this module we focus on how to develop, communicate and structure a clear focus for a synchronous lesson. We also discuss how teachers decide on success criteria and learning intentions and model them in the classroom. We will also discuss how teachers check for understanding, review prior concepts and tie learning together

**Year 2: Month 2***Induction Meetings are held the first Wednesday of each month from 3:30-4:30 pm***Topic:****High Impact Teaching Strategies: Structuring Lessons and Differentiated Instruction**

Effective lesson structures reinforce classroom routines, scaffold learning using specific steps and activities, and optimize time on task and classroom climate. Effective lessons also ensure all learners master objectives, and incorporate adjustments for content, process, and product for learners who are behind or ahead in the classroom. This module focuses on the importance of planned sequencing of teaching and learning activities that both stimulate and maintain engagement while meeting the needs of diverse learners in the online classroom

**Year 2: Month 3***Induction Meetings are held the first Wednesday of each month from 3:30-4:30 pm***Topic:****High Impact Teaching Strategies: Collaborative Learning, Getting ALL Learners Engaging with the Content**

Collaborative learning occurs when learners work in small groups, and other synchronous and asynchronous formats and everyone participates in a learning task. There are many collaborative learning approaches in online learning. Collaborative learning is supported by designing and organizing meaningful tasks, and involves learners in actively participating in negotiating roles, responsibilities and outcomes for their own learning.

**Counselors:**

In this module, school counselors will reflect on communication strategies and brainstorm ways to improve engagement through counseling lessons with learners and families. We will collaborate on ways to increase and motivate learners to complete schoolwork, communicate effectively with their teachers, and participate and engage in support groups.

**Year 2: Month 4***Induction Meetings are held the first Wednesday of each month from 3:30-4:30 pm***Topic:****High Impact Teaching Strategies: Giving Feedback to Drive Engagement and Improvement**

Feedback informs a learner about the learner's performance relative to learning goals. Feedback also redirects and refocuses teacher and learner actions so the learner can align their own effort and activities with a clear outcome that



leads to achieving the learning goal. This module focuses on how specific formal and informal feedback and advice are provided in online schools to improve performance.

#### Counselors

In this module, school counselors will reflect on communication strategies and brainstorm ways to improve engagement through counseling lessons with learners and families. We will collaborate on ways to increase and motivate learners to complete schoolwork, communicate effectively with their teachers, and participate and engage in support groups.

### Year 2: Month 5

*Induction Meetings are held the first Wednesday of each month from 3:30-4:30 pm*

#### **Topic:**

#### **High Impact Teaching Strategies: Multiple Exposure to Concepts**

Multiple exposures provide learners with multiple opportunities to engage with and elaborate on new knowledge and skills. Research shows deep learning develops over time, through engagement with concepts in several spaced interactions. This often requires spacing practice over several days, using a variety of synchronous and asynchronous activities to vary the interactions learners have with new knowledge. This module focuses on how to enact these strategies in online learning.

#### Counselors

Understand and demonstrate the expectations of learners, techniques for engaging learners in synchronous discussion, deepen understanding of online education and learning to communicate and support learners.

### Year 2: Month 6

*Induction Meetings are held the first Wednesday of each month from 3:30-4:30 pm*

#### **Topic:**

#### **High Impact Teaching Strategies: Providing Worked Examples**

A worked example demonstrates the steps required to apply knowledge. Worked examples scaffold learning to support knowledge and skill acquisition and reduce a learner's cognitive load. This module focuses on how teachers present worked examples and explain each step. In the classroom, learners can use worked examples during independent practice, and to review and practice new knowledge.

#### Counselors:

Understand and demonstrate the expectations of learners, techniques for engaging learners in synchronous discussion, deepen understanding of online education and learning to communicate and support learners through counseling lessons.

### Year 2: Month 7

*Induction Meetings are held the first Wednesday of each month from 3:30-4:30 pm*

#### **Topic:**

#### **High Impact Teaching Strategies: Questioning**

Questioning in the classroom is a powerful tool and effective teachers regularly use it for a range of instructional purposes. Questioning engages learners by connecting to their lived experiences and interests and stimulating their curiosity in learning. Questioning invites opportunities for learners to engage with each other to express their opinions



and arguments through discussion and experience a variety of viewpoints. This module focuses on effective questioning skills that yield immediate feedback on learner understanding, and that supports informal and formative assessment.

## Year 2: Month 8

*Induction Meetings are held the first Wednesday of each month from 3:30-4:30 pm*

### **Topic:**

#### **High Impact Teaching Strategies: Metacognitive Strategies**

Metacognitive strategies teach learners to think about their own thinking. When learners become aware of the learning process, they gain control over their learning. This module focuses on teaching problem solving, study skills, self-questioning, classroom discussion with concept mapping and modeling techniques.

## Year 2: Month 9

**Year 2 Graduation Ceremony – Exit CCA Staff Induction Program**



**SIP Module Alignment to the Danielson Framework for Teaching (Year 1)**

Each SIP module in Year 1 and 2 aligns closely with the following Danielson standards.

<b>Year 1 Induction Program Alignment to the Charlotte Danielson Framework for Teaching</b>			
<b>Module</b>	<b>Domains</b>	<b>Module</b>	<b>Domains</b>
1	1a: Demonstrating knowledge of content and pedagogy 1c: Setting instructional outcomes 1d: Demonstrating knowledge of resources 1e: Designing coherent instruction	5	1a: Demonstrating knowledge of content and pedagogy 1c: Setting instructional outcomes 1d: Demonstrating knowledge of resources 1e: Designing coherent instruction 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4d: Participating in a Professional Community 4f: Showing Professionalism
2	1a: Demonstrating knowledge of content and pedagogy 1c: Setting instructional outcomes 1d: Demonstrating knowledge of resources 1e: Designing coherent instruction 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4d: Participating in a Professional Community 4f: Showing Professionalism	6	1a: Demonstrating knowledge of content and pedagogy 1c: Setting instructional outcomes 1d: Demonstrating knowledge of resources 1e: Designing coherent instruction 3a: Communicating with Learners 3b: Using Questioning and Discussion Techniques 3c: Engaging Learners in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4d: Participating in a Professional Community 4f: Showing Professionalism
3	1b: Demonstrating Knowledge of Learners 2a: Creating an environment of respect and rapport 2b: Establishing a culture for learning 2c: Managing classroom procedures 2d: Managing learner behavior 3a: Communicating with learners 4b: Maintaining Accurate Records 4c: Communicating with Families 4f: Showing Professionalism	7	1b: Demonstrating knowledge of learners 1d: Demonstrating knowledge of resources 1f: Designing Learner Assessments 3b: Using Questioning and Discussion Techniques 3e: Demonstrating flexibility and responsiveness
4	1a: Demonstrating knowledge of content and pedagogy 1c: Setting instructional outcomes 1d: Demonstrating knowledge of resources 1e: Designing coherent instruction 3a: Communicating with Learners 3b: Using Questioning and Discussion Techniques 3c: Engaging Learners in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 4d: Participating in a Professional Community 4f: Showing Professionalism	8	1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating knowledge of learners 1d: Demonstrating knowledge of resources 1e: Designing Coherent Instruction 1f: Designing learner assessments 3d: Using assessment in instruction 4f: Showing professionalism



## SIP Module Alignment to the Danielson Framework for Teaching (Year 2)

Each SIP module in Year 1 and 2 aligns closely with the following Danielson standards.

Year 2 Induction Program Alignment to the Charlotte Danielson Framework for Teaching			
Module	Domains	Module	Domains
1	1c: Setting instructional outcomes	5	1e: Designing learner assessments
2	1a: Demonstrating knowledge of content and pedagogy	6	1c: Setting instructional outcomes
3	3c: Engaging learners in learning	7	1c: Setting instructional outcomes 1e: Designing coherent instruction 2a: Creating an environment of respect & rapport 2c: Managing classroom procedures 3c: Engaging learners in learning
4	2b: Establishing a culture for learning 3a: Communicating with learners	8	2a: Creating an environment of respect & rapport 2b: Establishing a culture for learning 3a: Communicating with learners



**ADDENDUM #1: MENTOR/NEW EMPLOYEE MONTHLY DISCUSSION POINTS (Year 1)**

*While not exhaustive, this list is to be used during monthly mentor/new employee check-ins to help new teachers learn the inner workings of tasks to be completed throughout the school year. Be sure to review, discuss and give feedback to new employees on their monthly addendum/assignment completion.*

Gen Ed Teacher Topics	Special Ed Teacher Topics	Counselor Topics
<ul style="list-style-type: none"> <li><input type="checkbox"/> CCA Portal (SharePoint) support &amp; resources</li> <li><input type="checkbox"/> Welcome calls</li> <li><input type="checkbox"/> Review edio Inbox in Outlook</li> <li><input type="checkbox"/> Setting up class in edio (announcements, guided notes, turning on guided instruction, etc.)</li> <li><input type="checkbox"/> Teams tutorial</li> <li><input type="checkbox"/> Variant creation</li> <li><input type="checkbox"/> Guided instruction vs. Live classroom</li> <li><input type="checkbox"/> Lesson planning</li> <li><input type="checkbox"/> IEP procedures</li> <li><input type="checkbox"/> Identifying Els (ELL Flag) and their levels</li> <li><input type="checkbox"/> Grading procedures</li> <li><input type="checkbox"/> New employee’s peer observation #1 reminder</li> <li><input type="checkbox"/> Review needs assessment</li> <li><input type="checkbox"/> Setting up Tab Hub (this can also be reviewed by the new employee’s supervisor)</li> <li><input type="checkbox"/> Mentor/New employee lesson observations</li> <li><input type="checkbox"/> Homeroom teacher/content teacher task review</li> <li><input type="checkbox"/> iReady expectations and process</li> <li><input type="checkbox"/> <a href="#">Effective logging</a></li> <li><input type="checkbox"/> Danielson domain 1 – share examples of artifacts, discuss criteria, etc.</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishing a daily Schedule</li> <li><input type="checkbox"/> Organizing Caseload</li> <li><input type="checkbox"/> Welcome: Calls/Webmail/Zoom Meeting</li> <li><input type="checkbox"/> Course Teachers: Variants – what is it, how can they be used?</li> <li><input type="checkbox"/> Edio “How to”- Logs, GB, features</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishing a daily Schedule</li> <li><input type="checkbox"/> Organizing Caseload (tracking sheet)</li> <li><input type="checkbox"/> Welcome: Calls/Webmail/Zoom Meetings</li> <li><input type="checkbox"/> Edio “How to”- Logs, GB, features</li> <li><input type="checkbox"/> Review Learner situations and help connect with appropriate contact points for follow-up as needed.</li> <li><input type="checkbox"/> Review School Counselor practices and expectations</li> <li><input type="checkbox"/> Set up mentor/new employee observations for calls, groups, enrolling.</li> <li><input type="checkbox"/> Set how to pull the New employee’s caseload from edio or PowerSchool</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>



<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom management/organization</li> <li><input type="checkbox"/> Engagement strategies</li> <li><input type="checkbox"/> Tracking attendance</li> <li><input type="checkbox"/> Parent communication</li> <li><input type="checkbox"/> Using translators and TransPerfect for communication</li> <li><input type="checkbox"/> Benchmarking</li> <li><input type="checkbox"/> “New” learner procedures</li> <li><input type="checkbox"/> Struggling learners and interventions</li> <li><input type="checkbox"/> Danielson Domain 2</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Course Teachers: Schedule Zoom Guided/Live iReady Benchmarks: Administering/Understanding data</li> <li><input type="checkbox"/> Danielson / Evaluations-Rubric and Act 13</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Danielson / Evaluations-Rubric</li> <li><input type="checkbox"/> Review SAP materials, Risk Assessments, and policies</li> <li><input type="checkbox"/> Review Quarter 1 final grades and schedule updates/corrections if needed for learners.</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> End of marking period</li> <li><input type="checkbox"/> Data informed instruction</li> <li><input type="checkbox"/> How to prioritize curriculum</li> <li><input type="checkbox"/> Lesson planning</li> <li><input type="checkbox"/> “tricks of the trade” as we near winter break</li> <li><input type="checkbox"/> Danielson Domain 3</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Progress Monitoring/Baselining</li> <li><input type="checkbox"/> Progress Reports</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Danielson / Evaluations-Rubric</li> <li><input type="checkbox"/> Discuss how to organize individual, small group, and counseling lesson procedures</li> <li><input type="checkbox"/> Review Learner situations and help connect with appropriate contact points for follow-up as needed.</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Variant creation</li> <li><input type="checkbox"/> Danielson Domain 4</li> <li><input type="checkbox"/> New employee’s peer observation #2 reminder</li> <li><input type="checkbox"/> Ideas for strengthening home/school connections</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ESY</li> <li><input type="checkbox"/> Behavior: PBSP</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up mentor/new employee observations for calls, groups, enrolling.</li> <li><input type="checkbox"/> Review Learner situations and help connect with appropriate contact points for follow-up as needed.</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and discuss first semester experience</li> <li><input type="checkbox"/> Progress reports</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting Struggling Learners: Prioritize lessons, Plan</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Transition / Career Readiness Program/ College in the HS</li> </ul>





<ul style="list-style-type: none"> <li><input type="checkbox"/> Benchmarking</li> <li><input type="checkbox"/> Writing SLOs</li> <li><input type="checkbox"/> End of semester</li> <li><input type="checkbox"/> Reminder: New employee’s lesson self-reflection</li> <li><input type="checkbox"/> Parent communication for struggling learners</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Transition / Career Readiness Program/ College in the HS</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Quarter 2 and Semester 1 final grades and schedule updates/corrections if needed for learners.</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Phone calls</li> <li><input type="checkbox"/> Honor roll</li> <li><input type="checkbox"/> Tips to engage learners' midyear</li> <li><input type="checkbox"/> New employee’s peer observation #3 reminder</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner Performance Measure (SPM)</li> <li><input type="checkbox"/> ESL</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Course selection process and tasks</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Prep for state testing (managing time out of office, communication with families, guided instruction and live instruction coverage)</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ELEM/MS: Promotion/Retention</li> <li><input type="checkbox"/> Intent to Return</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Quarter 3 final grades and schedule updates/corrections if needed for learners.</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> PSSAs</li> <li><input type="checkbox"/> Preliminary retention and interventions – navigating Power Teacher</li> <li><input type="checkbox"/> ITR talking points and assisting families with completing the ITR form</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> State Testing Accommodations</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AP Exam Proctoring</li> <li><input type="checkbox"/> Initial Summer School, ITR, and Promotion/Retention information</li> <li><input type="checkbox"/> Review and provide feedback on the monthly addendum assignment.</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Keystones</li> <li><input type="checkbox"/> Benchmarking</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mindfulness /Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> End of Year tasks for learners and Counselors.</li> </ul>



<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner EOY tasks</li> <li><input type="checkbox"/> Celebrate a successful school year!</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Review Danielson and discuss eval</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher EOY tasks (finalizing grades, courses, etc.)</li> <li><input type="checkbox"/> Graduations</li> <li><input type="checkbox"/> Communication over summer</li> <li><input type="checkbox"/> Summer school opportunities</li> <li><input type="checkbox"/> Goals for next year</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner End of Year Tasks</li> <li><input type="checkbox"/> Teacher End of Year Tasks (Review Checklist)</li> <li><input type="checkbox"/> Course Teachers: Finalizing Grades</li> <li><input type="checkbox"/> HS: SAAFPs &amp; Graduation NOREPS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review final grades and schedule updates/corrections if needed for learners.</li> <li><input type="checkbox"/> Counselor End of year tasks</li> <li><input type="checkbox"/> Final learner/senior checks and SS planning/approvals</li> </ul>



**ADDENDUM #2: MENTOR INDUCTION CHECKLIST**

This checklist will help the Mentor in supporting the monthly goals of each new employee throughout the Staff Induction Program. It is critical that Mentors check in with new employee on a routine basis. While the frequency of these check-ins will change throughout the school year based on each new employee's needs, it is the expectation that at minimum, meetings will take place:

- **Year 1:** Weekly meetings during the first 3 months of employment and then bi-weekly for the subsequent 5 months
- **Year 2:** Bi-weekly meetings

Use the Microsoft Form that was sent by your Induction Admin to track your meetings.

**ADDENDUM #3: \*SCHOOL COUNSELING MENTOR INDUCTION CHECKLIST**

This checklist will help the Mentor in supporting the monthly goals of each new employee throughout the Counseling Induction Program. It is critical that Mentors check in with new employees on a routine basis. While the frequency of these check-ins will change throughout the school year based on each new employee's needs, it is the expectation that at minimum, meetings will take place:

- **Year 1:** Weekly meetings during the first 3 months of employment and then bi-weekly for the subsequent 5 months
- **Year 2:** Bi-weekly meetings

Use the Microsoft Form that was sent by your Induction Admin to track your meetings.



**ADDENDUM #4: ADMINISTRATOR END-OF-YEAR INDUCTION & MENTORING SURVEY**

Administrators can offer valuable feedback on the effectiveness of CCA's Staff Induction and Mentoring program because of their time supervising both new teachers and Mentors. Administrators will be sent a survey at the end of the year to complete regarding our SIP. Your input helps us to continue to strengthen our induction and mentoring programs.



Link to Genially that highlights the Staff Induction Program Monthly Modules: [SIP Modules](#)  
([genially.com](#))

## COMMONWEALTH CHARTER ACADEMY CS

### One Innovation Way

#### Professional Development Plan (Act 48) | 2024 - 2027

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### ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.



## PROFILE AND PLAN ESSENTIALS

Commonwealth Charter Academy

115220002

1 Innovation Way, Harrisburg, PA 17110

Nicole Smith

[REDACTED]

717-710-3300 X [REDACTED]

Thomas Longenecker

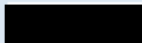
[REDACTED]

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Nicole Smith	Vice President of Instruction and Staff Development	Administrator	School Board of Directors
Dana Moreno	Vice Provost of School Improvement	Administrator	Administration Personnel
Michelle Orcutt	Vice Provost of Special Education	Administrator	Administration Personnel
Michelle Roberts	Community Member	Community Member	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Jaci Wise	Assistant Director of English Language Development	Administrator	Administration Personnel
Brian Comegna	Manager of Pupil Services	Administrator	Administration Personnel
Nicole Good Zawidski	High School Assistant Principal	Administrator	Administration Personnel
Jennifer Davis	Educational Technology Specialists	Education Specialist	Education Specialist
Noelle Griffiths	High School Principal	Administrator	Administration Personnel
Dominic Swaha	High School Assistant Principal	Administrator	Administration Personnel
Aliya Gage	Counselor	Education Specialist	Education Specialist
Becky Smolens	Assistant Director of Instruction and Staff Development	Administrator	Administration Personnel
Elizabeth Mikolajczyk	Elementary Assistant Principal	Administrator	Administration Personnel
Kristin Vath	Learning Department Specialist	Education Specialist	Education Specialist
	Parent	Parent of Child Attending	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Todd Monos	High School Assistant Principal	Administrator	Administration Personnel
Nicole Michael	High School Counselor	Education Specialist	Education Specialist
Michael Steel	High School Math Teacher	High School Teacher	Teacher
Christy Nau	Special Education K-12 Supplemental Math Teacher	K-12 Teacher	Teacher
Heather Solt	Special Education K-12 Supplemental English Teacher	K-12 Teacher	Teacher
Christa Oister	Special Education K-12 Emotional Support Teacher	K-12 Teacher	Teacher
Jennifer Adams	Special Education Full Time Autistic Support & Life Skills Support Teacher	K-12 Teacher	Teacher
Shelby Glenn	Educational Technology Specialists	Education Specialist	Education Specialist
Laurie Porter	Director of Human Resources	Administrator	Administration Personnel
Justin Howard	Elementary Assistant Principal	Administrator	Administration Personnel
Giovanna Augustine	Special Education Full Time Learning Support Teacher	K-12 Teacher	Teacher
Destiny Day	Elementary Principal	Administrator	Administration

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
			Personnel
Kelly Musser	Middle School Principal	Administrator	Administration Personnel
Jonathan Fried	High School Principal	Administrator	Administration Personnel
Zachary Welter	Middle School Teacher	Middle School Teacher	Teacher
William McCoullum	High School Math Teacher	High School Teacher	Teacher
Traci Ulrich	Instructional Specialist	Education Specialist	Education Specialist
Shayna Chuff	High School Assistant Principal	Administrator	Administration Personnel
Amber Bowers	Elementary Assistant Principal	Administrator	Administration Personnel
Melissa Bannister	Middle School Assistant Principal	Administrator	Administration Personnel
	Business Owner	Local Business Representative	Administration Personnel

**DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.**

The Professional Development Committee (PDC) provides strategic leadership for design, development, implementation and evaluation of our professional development goals as detailed in our CCA Professional Development Plan 2024-2027. The goals of the PDC are as follows:

- Collaborates with all departments to support the development and implementation of our K-12 PD program.
- Advises on the selection of topics, vendors and presenters for professional development.
- Reviews and provides feedback on PD plans and documents.
- In alignment with the PD committee, contributes to, or develops, surveys for gaining feedback from teachers.
- Reviews PD survey information for feedback on satisfaction and effectiveness and makes recommendations for improvement.
- Supports the effective communication of PD activity and information to your department.
- Represents the interests of your department on the PD committee.
- Suggests ways to enhance the development of staff knowledge about teacher effectiveness or their specific role.
- Explores PD opportunities and resources on a continuous basis and brings new learning to the committee/sub-committee that can contribute to the knowledge base in your area.
- Continually examine the effectiveness of PD delivery, content, vendors, presenters and offerings and how we can improve the overall program.

The PDC meets monthly as a whole group to address the PDC goals. A total of ten whole-group meetings take place in one academic year. The PDC is subdivided into six sub-committees to align with the professional development goals. A total of ten sub-committee meetings take place in one academic year. Sub-committees focus on strengthening professional development as it relates to their sub-committee focus areas. Sub-committees complete monthly activities that involve research, collaboration, idea generation, problem solving, data review and other activities. Sub-committees share their research, learning and ideas with the broader committee at the whole committee monthly meeting for additional discussion and collaborative opportunities. Key focus areas for each sub-committee are listed in the table below:

Sub-committee	Key Deliverables
Back-to-School Conference	Create a Back-to-School Conference structure, schedule, and communication plan for all staff.
Comet Program	Review and refine the current Comet program, tracking process, and develop a refined process for collecting feedback from staff to add additional approved offerings.
Induction	Review and refine current Induction program, review current modules and identify areas of improvement to be more inclusive of all staff member roles, and begin to define structure for future Admin Induction program.
New Employee Orientation	Review and refine current New Employee Orientation process, gather feedback from current stakeholders to help shape future iterations, and gather resources to be shared during the onboarding process.
Professional Learning Communities (PLCs)	

Create a process for gathering and vetting exemplars of high-quality instruction and storing them on the portal, review and refine process for selecting and training Content Specialists, review and refine process for PLC structure, and review the implementation of rolling agenda in meetings. School Year PD Days Ensure the school year PD structure and times work for all departments, propose PD dates for the school calendar, help create list of topics for choice sessions and secure facilitators, as well as secure Zoom links and any associated resources for sessions.

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### DATA WISE PROFESSIONAL LEARNING

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Action Step	Audience	Topics to be Included	Evidence of Learning
PLCs - The adoption of a new PLC framework that promotes teacher ownership and data-driven, student-centered instruction.	Teachers, Administrators, and School Staff	An overview of the Data Wise School Improvement Process, How to Successful Engage with Steps 1 and 2 of the Data Wise School Improvement Process as part of daily practice	Implementation of Data Wise Framework into Daily Practice: Use of norms, data overview noticings/wonderings, ACE habits of mind, rolling agendas, protocol usage, etc.
Data Wise - Administrator Level Setting Meeting/Training			
Data Wise - Updated Act 45 program for school leaders			
Data Wise - Training for PD Team, Coaches, and Specialists			
Data Wise - Back-to-school training on Steps 1 and 2			
Data Wise - Mid-year Teacher Training Session 1			
Data Wise - Mid-year Teacher Training Session 2			

Action Step	Audience	Topics to be Included	Evidence of Learning
Data Wise - Development of CCA Certified Data Wise Coach program			
Data Wise - Mid-year Teacher Training Session 3			
Data Wise - Beginning development for CCAU course for new teachers, veteran teachers, and administrators			
Data Literacy - Training series for Admin, Coaches, and Specialists			
Data Literacy - Training Series for Teachers			
Lead Person/Position			Anticipated Timeline
School Improvement Leadership Team, Data Coaches			08/19/2024 - 05/30/2025

## LEARNING FORMAT

Danielson Framework

This Step Meets the



Type of Activities	Frequency	Component Met in this Plan	Requirements of State Required Trainings
Course(s)	Throughout the School Year		
Inservice day	Back-to-school training and at least three times over the course of the school year		
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	At least four times over the course of the school year		
Professional Learning Community (PLC)	Teachers - bi-weekly; admin - monthly		

## NEW INTERVENTION PROGRAM TRAINING SERIES

Action Step	Audience	Topics to be Included	Evidence of Learning
MTSS Alignment K-12 - Admin, Coach, and Specialist Training on the Elementary and Middle School Evidence-Based Reading Intervention (95% lessons or similar) Program	Administrators, Coaches, Specialists, and Teachers/Interventionists	Implementation of new intervention programs	Successful implementation of programs as observed through walkthroughs and analysis of student data
MTSS Alignment K-12 - Teacher Training on the Elementary and Middle School Evidence-Based Reading Intervention (95% lessons or similar) Program			
MTSS Alignment K-12 - Admin, Coach, and Specialist			

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Training on the Elementary and Middle School Evidence-Based Mathematics Intervention (Bridges program or similar) Program</p> <p>MTSS Alignment K-12 - Teacher Training on the Elementary and Middle School Evidence-Based Mathematics Intervention (Bridges program or similar) Program</p> <p>Third Grade Readers - Phase 1 expansion of Wilson/Fundations program (MTSS program). 2-4 interventionists will receive additional training/certification.</p>			
Lead Person/Position	Anticipated Timeline		
School Improvement Department	08/19/2024 - 08/30/2024		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Back-to-school training and throughout the year as needed		

# ASSESSMENT SYSTEM TRAINING SERIES

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Action Step	Audience	Topics to be Included	Evidence of Learning
MTSS Alignment K-12 - Admin, Coach, and Specialist Training on mCLASS  MTSS Alignment K-12 - Teacher Training on mCLASS  MTSS Alignment K-12 - i-Ready refresher training for admin and teachers  Third Grade Readers - Interventionists training on the new Kindergarten screener  MTSS Alignment K-12 - IXL training	Administrators, Coaches, Specialists, Teachers	Administering mCLASS, understanding assessment results, personalizing learning based on assessment data	Accurate assessment data
Lead Person/Position	Anticipated Timeline		
School Improvement Department	08/19/2024 - 08/30/2024		

## LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	back-to-school training		

## PBIS TRAINING - CHARACTER STRONG

Action Step	Audience	Topics to be Included	Evidence of Learning
PBIS - Character Strong training for counselors	School Counselors, Elementary Principals	how to implement the Character Strong program	Character Strong program facilitated by counselors as evidenced by observation of counselor practice

Lead Person/Position	Anticipated Timeline
Elementary Administrators	08/19/2024 - 09/30/2024

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	back-to-school training and follow-up sessions as needed		

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

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Audience	Topics to be Included	Evidence of Learning
All Staff	This course provides staff members with an overview of ethical standards at work. Common themes include describing ethical behavior with monetary practices, explaining ethical behavior with colleagues, and identifying several guidelines for appropriate ethical behavior.	Successful Completion of Assessment
Lead Person/Position	Anticipated Timeline	
Vector Training Solutions/Human Resource Department	08/19/2024 - 05/01/2025	

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### LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually		Professional Ethics

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## TRAUMA-INFORMED CARE TRAINING

Audience	Topics to be Included	Evidence of Learning
All Staff	<p>Trauma is a widespread health concern that has become quite costly for schools around the world. It can affect a student’s cognitive ability – at times limiting rational thought, problem solving and other complex thinking skills often required in school – thereby limiting their academic potential. That's why training in trauma-informed practices is essential to the everyday educational setting. This course helps school staff recognize the signs of trauma and employ trauma-informed practices to assist students suffering from the effects of adverse childhood experiences (ACEs). Topics covered include findings on trauma and its effect on children, negative life events that contribute to trauma in school-age children, trauma signs and symptoms and effective trauma-informed practices.</p>	<p>Successful Completion of Assessment</p>
Lead Person/Position		Anticipated Timeline
Vector Training Solutions/Human Resource Department		08/19/2024 - 05/01/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually		At Least 1-hour of Trauma-informed Care Training for All Staff

## CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
All Staff	Culturally Relevant and Sustaining Education; Diversity, Equity, and Inclusion; and Culturally Relevant Pedagogy	Successful implementation of programs as observed through walkthroughs and analysis of student data
Lead Person/Position		Anticipated Timeline
School Improvement Department		08/19/2024 - 04/04/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Back-to-School training and throughout the year as needed		Common Ground: Culturally Relevant Sustaining Education

## STRUCTURED LITERACY PROGRAM FRAMEWORK GUIDELINES

Audience	Topics to be Included	Evidence of Learning
All Staff	Evidence-based intervention practices on structured literacy. Explicit and systematic	Successful implementation of

Audience	Topics to be Included	Evidence of Learning
	instruction in phonological and phonemic awareness. The alphabetic principle, decoding and encoding, fluency and vocabulary. Reading comprehension and building content knowledge.	programs as observed through walkthroughs and analysis of student data
Lead Person/Position	Anticipated Timeline	
School Administration	08/19/2024 - 06/19/2025	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Back-to-school training and at least three times over the course of the school year	1d: Demonstrating Knowledge of Resources  1e: Designing Coherent Instruction  1a: Demonstrating Knowledge of Content and Pedagogy  1c: Setting Instructional Outcomes	Structured Literacy



Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	4-week 1:1 or small group coaching cycles as staff need support	1c: Setting Instructional Outcomes  1d: Demonstrating Knowledge of Resources  1e: Designing Coherent Instruction  1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy
Professional Learning Community (PLC)	Teachers - bi-weekly; admin - monthly	1a: Demonstrating Knowledge of Content and Pedagogy  1e: Designing Coherent Instruction  1c: Setting Instructional Outcomes  1d: Demonstrating Knowledge of Resources	Structured Literacy

## LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
All Staff	Professional development activities that will improve language and literacy acquisition for all students	Successful implementation of programs as observed through walkthroughs and analysis of student data
Lead Person/Position		Anticipated Timeline
School Improvement Department		08/19/2024 - 06/19/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Back-to-school training and at least three times over the course of the school year	1a: Demonstrating Knowledge of Content and Pedagogy  1e: Designing Coherent Instruction  1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	4-week 1:1 or small group coaching cycles as staff need support	1c: Setting Instructional Outcomes	Language and Literacy Acquisition for All Students
		1a: Demonstrating Knowledge of Content and Pedagogy	
		1d: Demonstrating Knowledge of Resources	
		1e: Designing Coherent Instruction	
Professional Learning Community (PLC)	Teachers - bi-weekly; admin - monthly	1a: Demonstrating Knowledge of Content and Pedagogy	Language and Literacy Acquisition for All Students
		1e: Designing Coherent Instruction	
		1c: Setting Instructional Outcomes	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1d: Demonstrating Knowledge of Resources	

## TEACHING DIVERSE LEARNERS IN INCLUSIVE SETTINGS

Audience	Topics to be Included	Evidence of Learning
All Staff	Training to ensure that teachers understand how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.	Successful implementation of programs as observed through walkthroughs and analysis of student data

Lead Person/Position	Anticipated Timeline
School Administration	08/19/2024 - 06/19/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Back-to-school training and at least	1a: Demonstrating	Teaching Diverse Learners

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
	three times over the course of the school year	Knowledge of Content and Pedagogy  2b: Establishing a Culture for Learning  1b: Demonstrating Knowledge of Students  1c: Setting Instructional Outcomes  3c: Engaging Students in Learning	in Inclusive Settings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	4-week 1:1 or small group coaching cycles as staff need support		

## PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? ( <a href="#">22 Pa Code, Chapter 4</a> )	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka ( <a href="#">22 Pa Code, 19</a> )	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

**Professional Education Plan Guidelines**

**Yes/No**

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2023-  
2024

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

All K-12 instructional staff, both teaching and administrative

Is the LEA using or planning to implement Structured Literacy (Select One)?

Yes, full implementation.

## EVALUATION AND REVIEW

### DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Overview The Professional Development Plan and goals are evaluated each year using the five levels of evaluation: student outcomes; participants' use of new knowledge and skills; participants' learning; participant reaction; and organization support and change. The following sections describe the procedures for evaluating and reviewing the Professional Education Plan using these five levels of evaluation. The professional development delivery system consists of four parts (or events) that seek to balance requirements for teachers' learning aligned to school improvement and professional development goals, and teacher choice of learning activities aligned to their learning needs and interests. The six parts of the delivery system include: Back to School Conference – A two week all school conference in August before the start of the school year. K-12 PD Days – Three school days reserved in the teachers' calendar for professional development activities from November through June. Comet Program - Four days (or 28 hours) of professional development choices for teachers to complete independently from July through June. Professional Learning Communities - Weekly or bi-weekly meetings from September through May with a teacher team to analyze data, create classroom action plans and evaluate the impact of instructional strategies. Evaluation of Professional Development Goals Student outcomes are aligned to professional development goals and are used to measure the effectiveness of professional development activities and the impact of the professional development delivery system on student learning. The following assessments are used to evaluate student outcomes: iReady Reading Assessment IReady Math Assessment Course assessments Keystone Literature, Biology and Algebra PSSA ELA, Math, Science Early Warning System within the LMS that monitors trends in student engagement and performance Career Readiness Indicators Identified areas for student growth and achievement inform the development of the annual PD program roster of activities. Likewise, end of year data is used to understand whether our professional development goals were met and evaluate the effectiveness of the annual PD program we designed. Changes and adjustments are made on an annual basis to the PD activities and delivery system as areas for improvement are identified. Evaluation of Activities and Delivery System The PD delivery system and PD activities are evaluated after each session using surveys, reflections and exit tickets to gather participants' learning and reaction. These tools allow us to evaluate participants' engagement level with the session, as well as how valuable teachers found the session in relationship to their professional practice. These evaluations also provide information on the PD delivery system, session presenters, session structure,



participant learning and presentation types to ensure we are providing the most engaging learning experiences for teachers. Additionally, the PD Committee evaluates the PD delivery system and activities as part of the committee's work. Each of the subcommittees gathers feedback data to make recommendations on how the delivery system and activity formats can be improved each year. This data, along with a review of current research on effective PD delivery and adult learning theory, contributes to the revised annual PD delivery system and activity program for the following year. Participants' Learning Participants attainment of competencies of each PD activity, series of activities, and the overall PD program, is evaluated in multiple ways. First, participants learning related to specific professional development activities are evaluated with pre and post surveys. These tools are used to measure teachers' growth or adjustment in competencies, understandings, behaviors and attitudes as a result of professional development sessions and activities. On a session level, this data allows us to measure teacher learning related to session goals. Used collectively and in coordination with other data points, this data helps us evaluate whether the school year professional development activities aligned to larger professional learning goals have been achieved. Participants' use of new knowledge and skills is evaluated with job embedded activities aligned to specific activity competencies. Examples of job embedded activities for teachers include lesson plans, data chat protocols for families, classroom observation reflections, and action plans to assess student progress and implement classroom instruction to boost student growth. Examples of job embedded activities for specialists include coaching and professional learning community meeting protocols that include new strategies, group coaching session agendas focusing on new learning. Examples of job embedded activities for administrators include department meeting agendas, job embedded projects, and observation protocols for teacher practice related to new learning. Organizational Support and Change Annual or multi-year school initiatives require an aligned professional development program to ensure successful implementation to achieve the desired subsequent organizational change. Professional development is a key support for organizational change at CCA, as it provides the learning experiences participants need for the initiative to be effectively and efficiently administered. This professional development plan details a three-year overview of learning activities aligned with our key school initiatives and school improvement goals related to increasing students' growth and achievement in math and reading, as well as career readiness and increasing our graduation rate. To evaluate organizational support and change, the professional development committee and the education leadership team evaluate the roll-out, adoption, implementation, integration and institutionalization of new initiatives using both qualitative and quantitative data from teachers, administrators, families and students, as well as student growth, achievement, engagement and graduation data. Each year, when the professional learning plan is reviewed, any new initiatives are planned to include professional development for all stakeholders.

## PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Nicole A. Smith

04/19/2024

Professional Education Committee Chairperson:

Date

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I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date

**COMMONWEALTH CHARTER ACADEMY CS**

One Innovation Way

Student Services Assurances (Chapter 12) | 2024 - 2027

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**STUDENT SERVICES ASSURANCES (CHAPTER 12)**

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

## PROFILE AND PLAN ESSENTIALS

Commonwealth Charter Academy

115220002

1 Innovation Way , Harrisburg, PA 17110

Christopher

Yerkes



Thomas Longenecker



## STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § <a href="#">13-1303-AI</a> )	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

**Safe Schools Programs, Strategies and Actions****In Compliance? Yes or No**

Peer Helper Programs

Yes

Safety and Violence Prevention Program

Yes

Comprehensive School Safety and Violence Prevention Plans ([Article XIII-B of the School Code](#) )

Yes

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

Yes

Counseling Services available for all Students

Yes

Internet Web-Based System for the Management of Student Discipline

Yes

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with <a href="#">§ 12.41(a)</a> )	Yes
Free Education and Attendance (in compliance with <a href="#">§ 12.1</a> )	Yes
School Rules (in compliance with <a href="#">§ 12.3</a> )	Yes
Collection, maintenance and dissemination of student records (in compliance <a href="#">§ 12.31(a)</a> and <a href="#">§ 12.32</a> )	Yes
Discrimination (in compliance with <a href="#">§ 12.4</a> )	Yes
Corporal Punishment (in compliance with <a href="#">§ 12.5</a> )	Yes
Exclusion from School, Classes, Hearings (in compliance with <a href="#">§ 12.6</a> , <a href="#">§ 12.7</a> , <a href="#">§ 12.8</a> )	Yes
Freedom of Expression (in compliance with <a href="#">§ 12.9</a> )	Yes
Confidential Communications (in compliance with <a href="#">§ 12.12</a> )	Yes
Searches (in compliance with <a href="#">§ 12.14</a> )	Yes
In accordance with 22 Pa. Code 12.41(a) has a plan that includes policies and procedures for emergency care and administration of medication and treatment under The Controlled Substance, Drug, Device, and Cosmetic Act (35 P.S. 780-101-780-144). <a href="#">§ 780-101—780-144</a> )	Yes

**Other Chapter 12 Requirements****In Compliance? Yes or No**

Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) ) and in compliance with [§ 12.41\(d\)](#) )

Yes

Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#) )

Yes

Development and Implementation of Local Wellness Program (in compliance with 42 USCS [§1758b](#) )

Yes

Establishment and Implementation of Student Assistance Programs at all of levels of the school system ([§12.42](#) )

Yes

Acceptable Use Policy for Technology Resources 24 P.S. [§ 4604](#)

Yes

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Superintendent/CEO Electronic Signature

Date



# Reading and Math Screener Proposal

## 2024-2025 School Year

### Screener Goals

#### Historical Goals:

- **Early identification of learning needs:** Screeners rapidly detect learners who do not have grade-level skills, allowing for timely intervention and support to help learners succeed academically. Screeners are a critical part of any comprehensive MTSS plan.
- **Targeted instruction:** Screeners identify learners' strengths and weaknesses, enabling each teacher to customize their instruction to meet whole class needs, small group needs, and individual needs. This ensures all learners receive appropriate challenges and support.
- **Progress Monitoring:** Screening assessments provide a baseline for tracking learner progress over time. Regular progress monitoring utilizing a screening tool allows teachers and administrators to monitor the effectiveness of instructional strategies and interventions and guide any adjustments that may be needed.
- **Resource Allocation:** Data from screeners assist CCA identify how to deploy resources by measuring effectiveness of interventions, instructional programming, and pilots.
- **Learning Coach Engagement:** Screeners provide information to parents and learning coaches about their child's academic and developmental progress, fostering improved communication between families and the school and encouraging parent involvement in their learner's education.
- **Legal Obligation:** Under federal law, we are legally obligated to look for, find, and evaluate learners who are suspected of having disabilities and may require special education services. Reading and math screener data and associated progress monitoring tools administered during interventions are often used as a key data point during the Child Find process.

#### 2024-2025 SY Goals

- **Continued Historic Goals:** CCA continues to have the same needs for screener data outlined in the historic goals above.
- **Improved School-Wide Data Management:** As CCA continues to grow, there is an increased need to have additional ways to track individual learners' growth, sort data by different categories, and track grade-wide objectives.

#### Connection to School Improvement Plan

**ELA Goals:** By June 2027, learners in grades 4-8 will gain (blue) in the area of English Language Arts, as evidenced by a PVAAS Average Index of +1.0 or higher.

**Math Goal:** By June 2027, learners in grades 4-8 will gain (blue) in the area of Mathematics, as evidenced by a PVAAS Average Index of +1.0 or higher.

**Evidence Based Strategies:** Multi-Tiered Systems of Support (MTSS)

**Action Steps:**

**1. Back to School:**

- a. Training for all staff on assessment programing, review of benchmarking expectations, and familiarization of reports

**2. Fall:**

- a. Data collection during benchmarking window in a coordinated effort of homeroom teachers, intervention staff, and other teachers.
- b. Data analysis of collected data to identify common needs of all learners, identify learners in need of academic interventions (homeroom small groups, intervention small groups, 1 on 1s, or enrichment), and to capture data for growth comparisons.

**3. Fall Progress Monitoring:**

- a. Data collection utilizing progress monitoring of learners receiving academic interventions by intervention team to monitor learner's growth, effectiveness of instructional strategies, and as part of the Child Find Process
- b. As needed, data collection utilizing progress monitoring of learners in special education or receiving home room interventions

**4. Winter:**

- a. Refresher training on screener as needed in elementary staff meeting with additional support 1 on 1 with Data Coaches.
- b. Data collection during benchmarking window in a coordinated effort of homeroom teachers, intervention staff, and other teachers.
- c. Data analysis of collected data to identify common needs of all learners, identify learners in need of academic interventions (homeroom small groups, intervention small groups, 1 on 1s, or enrichment), and to capture data for growth comparisons.

**5. Winter Progress Monitoring:**

- a. Data collection utilizing progress monitoring of learners receiving academic interventions by intervention team to monitor learner's growth, effectiveness of instructional strategies, and as part of the Child Find Process
- b. As needed, data collection utilizing progress monitoring of learners in special education or receiving home room interventions

**6. Spring:**

- a. Data collection during benchmarking window in a coordinated effort of homeroom teachers, intervention staff, and other teachers.
- b. Data analysis of collected data to identify common needs of all learners, identify learners in need of academic interventions (homeroom small groups, intervention small groups, 1 on 1s, or enrichment), and to capture data for growth comparisons.

**7. Ongoing:**

- a. Onboarding training for new staff at CCA to be held by teacher mentors with support from Data Coaches

Provider	Option 1: mClass	Option 2: Acadience	Option 3: Fast Bridge
Contact	Monica Vincent (973)980 2927 [REDACTED]	Bonnie Lembcke 800-547-6747 ext 53626 [REDACTED]	No formal sales rep/contact was assigned to CCA. Contacted end of May with no response. Contacted again June 5.
Link to Quote	<a href="#">PA-Commonwealth Charter Academy-D8 Math-240205-7500-v1.pdf</a>	<a href="#">ALO Reading and Math Digital Admin 7500</a>	Minimal information was provided by the assessment provider. \$8000 per student (reading only) was the estimate provided. Additional training fees (not provided) could apply. 10,000 licenses (all of elementary and some middle school) would amount to \$80,000 per year plus training fees.
Link to Website	<a href="https://amplify.com/programs/mclass/">https://amplify.com/programs/mclass/</a>	<a href="https://acadiencelarning.org/">https://acadiencelarning.org/</a>	<a href="https://www.illuminateed.com/products/fastbridge/reading-assessment/dyslexia-screening/">https://www.illuminateed.com/products/fastbridge/reading-assessment/dyslexia-screening/</a>
Notes and Services	<p><b>Includes:</b> -7,500 K-6 Reading digital licenses -5,000 K-3 Math Digital licenses</p> <p><b>Reading Screener (DIBELS):</b> K: Letter naming, First Sound Fluency, Phoneme Segmenting, Nonsense Words (correct letter sounds and whole words read), Word Reading Fluency 1: Letter naming, Phoneme Segmenting, Nonsense Words (correct letter sounds and whole words read),</p>	<p><b>Includes:</b> -7,500 K-6 Reading digital licenses -7,500 K-6 Math Digital licenses</p> <p><b>Reading Screener (Acadience Reading):</b> K: Letter naming, First Sound Fluency, Phoneme Segmenting, Nonsense Words (correct letter sounds and whole words read) 1: Letter naming, Phoneme Segmenting, Nonsense Words (correct letter sounds and whole words read), Oral Reading Fluency (words correct per minute)</p>	<p><b>Includes:</b> -up to 10,000 K-6 Reading digital licenses</p> <p><b>Reading Screener:</b> K- earlyReading composite measuring phonics and phonemic awareness 1- earlyReading composite measuring phonics and phonemic awareness in the fall. CBMreading measuring phonics, fluency, and comprehension in the winter and spring</p>

	<p>Word Reading Fluency, Oral Reading Fluency (words correct per minute and accuracy)  2-3: Nonsense Words (correct letter sounds and whole words read), Word Reading Fluency, Oral Reading Fluency (words correct per minute, accuracy)  4-6: Oral Reading Fluency (words correct per minute, accuracy, and retell) and Maze (selecting correct vocabulary word in a story)</p> <p><b>Math Screener (mClass Math):</b>  <b>K:</b> Counting, Number Identification, Missing Number, Quantity Discrimination (comparing Numbers)  <b>1:</b> Counting, Number Identification, Missing Number, Quantity Discrimination (comparing numbers), Next Number, Number Facts (basic arithmetic)  <b>2:</b> Missing Number, Quantity Discrimination (comparing numbers), Next Number, Number Facts (basic arithmetic)  <b>3:</b> Computation, Concepts, Missing Number, Number Facts, Quality Discrimination  <b>4-8:</b> Currently under development. New updated system K to 8 is expected to be released in the 25-26 SY.</p> <p><b>Key Features:</b></p>	<p><b>2:</b> Nonsense Words (correct letter sounds and whole words read), Oral Reading Fluency (words correct per minute, accuracy, and retell)  <b>3-6:</b> Oral Reading Fluency (words correct per minute, accuracy, and retell) and Maze (selecting correct vocabulary word in a story)</p> <p><b>Math Screener (Acadience Math):</b>  <b>K:</b> Beginning Quality Discrimination (comparing numbers), Number Identification, Next Number Fluency  <b>1:</b> Number Identification, Next Number Fluency, Advanced Quality Discrimination (subitizing), Missing Number Fluency, Computation (addition and subtraction)  <b>2-6:</b> Concepts and applications (mix of fact fluency and word problems based on grade level key concepts)</p> <p><b>Key Features:</b>  -digital live scoring houses scoring sheets so anyone with access to the student can not only see their scores but the specific questions they missed  -live scoring includes timer and scripted directions to improve fidelity of assessment  -recommended small groupings based on data  -class level, grade level, and school level reports to track learner's scores, growth</p>	<p><b>2+</b> CBMreading measuring phonics, fluency, and comprehension in the winter and spring</p> <p><b>Key Features:</b>  -computer adaptive test  -program emphasis is on curriculum-based measures but includes screening  -math and socio-emotional behavior are additional add ons  -class level, grade level, and school level reports to track learner's scores, growth overtime, progress monitoring, and recommended progress.  -includes leveled reader recommendations</p> <p><b>Professional Development Needed:</b>  -train the trainer model for learning the new system.  -new staff who join after the start of the year will need training on how to use the system, how to administer the screener with fidelity, how to access reports, expectations on communication with learning coaches, goal setting with data, progress monitoring expectations, and how to pull reports.  -existing staff would need initial training on how to use the system, how to administer the screener with fidelity, how to access reports, expectations on communication with learning coaches, goal setting with data, progress</p>
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	<ul style="list-style-type: none"> <li>-digital live scoring houses scoring sheets so anyone with access to the student can not only see their scores but the specific questions they missed</li> <li>-scoring allows for anecdotal notes and observations</li> <li>-live scoring includes timer and scripted directions to improve fidelity of assessment</li> <li>-recommended small groupings based on data</li> <li>-Small group or targeted skills lessons to align with skills assessed</li> <li>-class level, grade level, and school level reports to track learner's scores, growth overtime, progress monitoring, and recommended progress.</li> <li>-parent reports include present scores, expectations, and activities to do at home</li> <li>-integrates with Clever</li> <li>-aligned with the Science of Reading and the Science of Math</li> </ul> <p><b>Professional Development Needed:</b></p> <ul style="list-style-type: none"> <li>-train the trainer model for learning the new system.</li> <li>-new staff who join after the start of the year will need training on how to use the system, how to administer the screener with fidelity, how to access reports, expectations on communication with learning coaches,</li> </ul>	<p>overtime, progress monitoring, and recommended progress.</p> <ul style="list-style-type: none"> <li>-parent reports including present scores and expectations</li> <li>-integrates with Clever</li> <li>-aligned with the Science of Reading and the Science of Math</li> </ul> <p><b>Professional Development Needed:</b></p> <ul style="list-style-type: none"> <li>-new staff need training on how to use the system, how to administer the screener with fidelity, how to access reports, expectations on communication with learning coaches, goal setting with data, progress monitoring expectations, and how to pull reports.</li> <li>-existing staff would need a refresher on administering the reading screener with fidelity, expectations, and goal setting. They would need training on how to score the math screener.</li> </ul> <p><b>Who would utilize the screener:</b></p> <ul style="list-style-type: none"> <li>-all homeroom teachers will be responsible for collecting reading and math screener data K-5. Interventionists will support with learners in academic interventions and assist with hard-to-reach learners.</li> <li>-potential for special education and EL teachers to utilize for progress monitoring or to assist with data collection as appropriate</li> </ul>	<p>monitoring expectations, and how to pull reports. An ongoing refresher would be expected in coming years.</p> <p><b>Who would utilize the screener:</b></p> <ul style="list-style-type: none"> <li>-all homeroom teachers will be responsible for collecting reading and math screener data K-5. Interventionists will support with learners in academic interventions and assist with hard-to-reach learners.</li> <li>-potential for special education and EL teachers to utilize for progress monitoring or to assist with data collection as appropriate</li> <li>-currently being utilized K-5 but has the potential to be extended into middle school.</li> </ul>
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	<p>goal setting with data, progress monitoring expectations, and how to pull reports.</p> <p>-existing staff would need initial training on how to use the system, how to administer the screener with fidelity, how to access reports, expectations on communication with learning coaches, goal setting with data, progress monitoring expectations, and how to pull reports. An ongoing refresher would be expected in coming years.</p> <p><b>Who would utilize the screener:</b></p> <p>-all homeroom teachers will be responsible for collecting reading K-5 and math screener data K-3. 4-5 Learners could continue with USNS math screener for an additional year until new math assessment is released. Interventionists will support with learners in academic interventions and assist with hard-to-reach learners.</p> <p>-potential for special education and EL teachers to utilize for progress monitoring or to assist with data collection as appropriate</p> <p>-similar system is currently being utilized K-5 in Reading but has the potential to be extended into 6<sup>th</sup> grade for all learners. 7<sup>th</sup> and 8<sup>th</sup> grade learners in special education or</p>	<p>-currently being utilized K-5 but has the potential to be extended into 6<sup>th</sup> grade for all learners. 7<sup>th</sup> and 8<sup>th</sup> grade learners in special education or intervention could use progress monitoring as needed.</p>	
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	intervention could use progress monitoring as needed. -24-25 SY potential to utilize math K-8		
<b>Cost</b>	\$137,500	\$111,750.00	\$80,000 (reading only) plus unassigned training fees
<b>Feedback</b>	<p>The screener is widely accepted in education as a high quality reading and math screener.</p> <p>Screener data provides tiered support and ability to collect progress monitoring data.</p> <p>Reports and data management are robust with different views, ways to sort, and look at historical data.</p> <p>Math data collection is designed to be done in less than 5 minutes. This time reduction would assist with assessment fatigue and reduce the amount of time teachers need to collect data.</p> <p>Math screener is in the process of being updated. This could impact data collection the first year and may require some retraining the following year.</p>	<p>The screener is widely accepted in education as a high quality reading and math screener.</p> <p>Screener data provides tiered support and ability to collect progress monitoring data.</p> <p>The math screener in higher grades can be time consuming to collect data. Acadience recently changed from Acadience Data Management to a new data management system (Acadience Learning Online). In the transition many of their district level reports are no longer available. The online grading system is not intuitive to use and has required extra training.</p> <p>Course set up each fall is cumbersome as Acadience is not responsive.</p> <p>The new ALO system synchronizes with Clever. As a result, we have had to purchase additional licenses this year to account for learners who enroll and then withdraw even when they do not take the assessment.</p>	<p>The screener is accepted in some but not all states. Pennsylvania does recognize FastBridge as a universal screener.</p> <p>Screener data provides tiered support and ability to collect progress monitoring data.</p> <p>The computer adaptive testing could lead to parent assistance or assessment fatigue we experience with i-Ready. There could also potentially be confusion on why two computer benchmarks are given.</p> <p>Unclear if level reading comparisons are science of reading aligned.</p>



		Tech support is not responsive when tech issues do arise.	
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### Final Recommendation: mClass

Taking into account the current needs and priorities of the school, **mClass** is unequivocally the premier choice for a universal math and reading screener. This robust assessment tool comes highly recommended due to its unparalleled capacity to provide educators with precise, easily administered data that is crucial for informing instructional strategies and interventions.

**mClass** stands out as a comprehensive solution that empowers teachers with in-depth insights into student performance, enabling them to make informed decisions to support individual learning needs effectively. Its user-friendly interface and seamless administration process significantly reduce the burden on educators, allowing them to focus more on implementing targeted interventions and fostering student growth.

Moreover, **mClass** excels in technological reliability, offering a stable and secure platform for conducting assessments compared to alternatives like Acadience. By leveraging the advanced features and functionalities of **mClass**, teachers can optimize their screening processes, eliminate inefficiencies, and enhance the overall assessment experience for both educators and students.

In conclusion, **mClass** emerges as a game-changer in the realm of math and reading screening tools, providing a comprehensive and reliable solution that empowers educators to make data-driven decisions and create impactful learning experiences for every student.

# Reading Intervention Programming Proposal

## 2024-2025 School Year

### Reading Intervention Programming Goals

#### Historical Context:

- There has been inconsistent use of reading intervention programming. Currently teachers are utilizing different programs at different grade levels or using resources they personally have access to.

#### 2024-2025 SY Goals

- **Consistent Evidence-Based Instruction with an Emphasis on Fidelity:** Evidence-based programs have been proven to positively impact student learning consistently. Schools that utilize evidence-based reading interventions are more likely to see uniform and consistent improvement in reading skills across their student population.
- **Improved Progress Monitoring and Data-Driven Decision Making:** Reading intervention programs provide enhanced progress monitoring tools. These tools help pinpoint specific skills learners need beyond typical diagnostics or benchmarks. They also assist in tracking learning growth, facilitating the transition to new skills, reteaching concepts, or exiting learners from interventions as needed.
- **K-8 Alignment:** Aligning programming from kindergarten through 8th grade allows interventionists to work seamlessly across grade levels, focusing on the necessary skills and maximizing resources. Utilizing the same program helps ensure smooth transitions between skills, reduces gaps in the scope and sequence, and eases the transition from elementary to middle school interventions.
- **Flexibility for Learners:** Consistent programming provides learners with increased flexibility in moving between groups, teachers, or small group times. It also supports the development of asynchronous resources and programs, offering additional choices for learners and their families.
- **Improved Resource Management and Professional Development Opportunities:** When teachers use the same programs, they can better support each other through shared lesson planning, resource sharing, peer observations, and professional learning communities (PLCs). This collaborative environment allows for incorporating the latest research and strategies into instruction more effectively.
- **Equity:** All learners, regardless of grade level, assigned interventionist, or school, will have the same access to evidence-based interventions. This ensures a more equitable approach to closing achievement gaps and providing high-quality education for all students.

- **Accountability and Effectiveness:** When teachers have equal access to resources and consistent expectations for program implementation, accountability for student performance increases. Administrators can more effectively evaluate teacher effectiveness and differences in implementation, allowing for targeted instructional coaching and support.
- **Legality:** Evidence-based reading intervention is legally required and considered a key component of Child Find for several important reasons:
  - Under federal laws such as the Individuals with Disabilities Education Act (IDEA), schools are legally obligated to provide appropriate interventions and support services to students with disabilities. Reading difficulties, such as dyslexia, fall under this umbrella, and schools must address these issues through evidence-based interventions.
  - Early Identification: Child Find is a component of IDEA that requires schools to identify, locate, and evaluate children who may have disabilities and are in need of special education services. Reading difficulties can significantly impact a child's ability to learn and succeed academically, making it crucial to identify and address these issues early on.
  - Effective Interventions: Evidence-based reading interventions have been proven through research and scientific evidence to be effective in improving reading skills in children with various learning disabilities. By utilizing these interventions, schools can provide targeted support that is more likely to yield positive results for students.
  - Individualized Education Plans (IEPs): For students who qualify for special education services, including those with reading difficulties, an Individualized Education Plan (IEP) is developed to outline specific goals, accommodations, and interventions. Evidence-based reading interventions are often included in these plans to address the unique needs of each student.
  - Parental Rights: Parents have the right to be informed and involved in decisions regarding their child's education, including interventions for reading difficulties. By providing evidence-based interventions, schools are ensuring that parents have access to information about effective strategies and are actively involved in the intervention process.

### Connection to School Improvement Plan

**ELA Goals:** By June 2027, learners in grades 4-8 will gain (blue) in the area of English Language Arts, as evidenced by a PVAAS Average Index of +1.0 or higher.

**Evidence Based Strategy:** Multi-tiered Systems of Support (MTSS)

#### **Action Steps:**

1. **Back to School:**

- a. Training to intervention staff on new implementation of reading intervention programming with fidelity. Focus on familiarity with the program, key components that all instruction should include, progress monitoring tools, and data-driven instructional decision making.
2. **Fall:**
- a. Utilize benchmarking data and historical data to pinpoint our most at risk learners.
  - b. Begin small groups and 1 on 1s with learners with intervention staff. Learners will be groups based on shared instructional needs.
  - c. Progress monitor learners in interventions to guide data-driven decision making around learner progress, Child Find, and effectiveness of instruction.
3. **Winter/Spring:**
- a. Utilize progress monitoring and benchmark data to regroup small groups and 1 on 1s as needed.
  - b. Continue small groups and 1 on 1s with learners with intervention staff. Learners will be groups based on shared instructional needs.
  - c. Progress monitor learners in interventions to guide data-driven decision making around learner progress, Child Find, and effectiveness of instruction.
  - d. Identify as a leadership team any trends in data. Determine if any adjustments need to be made to program implementation.
4. **End of Year:**
- a. Collect final progress monitoring and benchmark data to evaluate and analyze effectiveness of interventions provided.
  - b. Identify learners who will continue to need supports in the next year and their current skill level to assist with creating groups the next fall.
  - c. Identify as a leadership team any trends in data. Determine if any adjustments need to be made to program implementation.
5. **Ongoing:**
- a. Utilize the train the trainer model to onboard any new intervention staff.
  - b. Work closely with special education to align with any IEPs, individual needs, or sharing of resources

Provider	Option 1: 95% Lessons	Option 2: Really Great Reading	Option 3: Read 180
Contact	Rebecca Nagle 847-305-4532 [REDACTED]	Robin Rudy 866-401-7323 [REDACTED]	No formal sales rep/contact was assigned to CCA. Contacted end of May

			with no response. Contacted again June 5.
<b>Link to Quote</b>	<a href="#">95 Commonwealth Charter Academy - DRAFT FY2025.pdf</a>	Pending- Jana is meeting with them to finalize the estimate on 6/7/2024 estimated at \$116,885 plus tax	Minimal information was provided by the assessment provider. \$717 per learner start-up cost was the estimate provided. This would include student licenses, teacher access, access to assessment/data tracking, and initial training. Total for the approximately 2,100 learners in intervention would total \$1,505,700.
<b>Link to Website</b>	<a href="https://www.95percentgroup.com/">https://www.95percentgroup.com/</a>	<a href="https://www.reallygreatreading.com/reading-intervention">https://www.reallygreatreading.com/reading-intervention</a>	<a href="https://www.hmhco.com/classroom-solutions/reading-intervention-programs">https://www.hmhco.com/classroom-solutions/reading-intervention-programs</a>
<b>Notes and Services</b>	<p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>-15 Sets of Phonemic Awareness Suite</li> <li>-15 Sets of Phonics Lesson Library Basic</li> <li>-30 Sets of Phonics Lesson Library Advanced</li> <li>-15 sets of Phonics Lesson Library Multisyllable</li> <li>-20 Sets of Comprehension –20 Sets of Vocabulary Surge A</li> <li>-20 Sets of Vocabulary Surge B</li> <li>-20 Sets of Multisyllabic Routine Cards</li> <li>-online access to 95% resources</li> </ul>	<p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>-10 K Countdown Classroom Set Up</li> <li>-10 Blast 1<sup>st</sup> Grade</li> <li>-20 HD Word 2<sup>nd</sup> to 5<sup>th</sup> Grade Intervention</li> <li>-20 HD Word 2<sup>nd</sup> to 5<sup>th</sup> Foundations</li> <li>-20 HD Word 4<sup>th</sup> to 5<sup>th</sup> Vocabulary</li> <li>-20 HD Middle School Essentials</li> <li>-Yearly online subscription for 35 staff</li> </ul> <p><b>Expected Implementation</b> Based on current benchmark data we anticipate:</p> <ul style="list-style-type: none"> <li>Countdown: K and 1 learners</li> <li>Blast: end of first to early 3<sup>rd</sup> grade</li> <li>HD Word Interventions- 2<sup>nd</sup> to 5<sup>th</sup></li> <li>HD word Vocabulary- 4<sup>th</sup> to 8<sup>th</sup></li> </ul>	<p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>-2100 student licenses</li> <li>-35 teacher licenses</li> <li>-access to NWEA assessment and data tracking system</li> <li>-initial training for staff on the program</li> </ul> <p><b>Expected Implementation:</b></p> <ul style="list-style-type: none"> <li>-Teacher led small groups (focused on phonics, fluency, or comprehension)</li> <li>-asynchronous independent reading highly encouraged</li> </ul> <p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>-integrates with NWEA maps</li> <li>-recommended for 3<sup>rd</sup> to 12<sup>th</sup> grade</li> </ul>

	<p>-PASI and PSI progress monitoring tools</p> <p><b>Expected Implementation:</b> - Phonemic Awareness Suite for K-1 learners to master phonemic awareness, phoneme grapheme correspondence, and letter/sound recognition.</p> <p>-Phonics Lesson Library (basic, advanced, and multisyllabic) includes 75 phonics skills. Based on current benchmark scores we are expecting basic kits to be utilized end of 1<sup>st</sup> grade to 3<sup>rd</sup> grade, advanced kits end of 2<sup>nd</sup> to 4<sup>th</sup> grade, and multisyllabic kits in 4<sup>th</sup> to 5<sup>th</sup> grade. However, learners will advance through the skills as appropriate not based on their specific grade level. Extra kits will be available for middle school to utilize with their learners in need of more intensive support.</p> <p>-Comprehension- focuses on strategies to boost retention. Expected to be utilized in late elementary school but can also be</p>	<p>HD Essentials- 6<sup>th</sup> to 8<sup>th</sup></p> <p><b>Key Features:</b></p> <p>-Reading programming is designed to be done as basic intervention in the grade level in the description but can be utilized as intensive interventions for learners in higher grade still needing those skills</p> <p>-includes scripted lessons with provided teacher tools such a colorful, animated teacher presentations</p> <p><b>Professional Development Needed:</b></p> <p>-Initial training utilizing train the trainer model with an emphasis on implementation with fidelity, progress monitoring, and the scope and sequence</p> <p>-Ongoing training to ensure fidelity and make adjustments as needed</p> <p>-Onboarding training using train the trainer model for new intervention staff.</p> <p><b>Who would utilize the program:</b></p> <p>-Learners with the high level of need as identified by reading benchmark data</p> <p>-K-8 reading interventionists</p> <p>-K-8 data coaches (who will do 50% of their time hosting small groups or 1 on 1s)</p>	<p>-includes digital teaching materials and can be adapted to be utilized small group or whole group</p> <p>-focused on accelerating learning (2 years in 1 year of time)</p> <p><b>Professional Development Needed:</b></p> <p>-Initial training utilizing train the trainer model with an emphasis on implementation with fidelity, progress monitoring, and the scope and sequence</p> <p>-Ongoing training to ensure fidelity and make adjustments as needed</p> <p>-Onboarding training using train the trainer model for new intervention staff.</p> <p><b>Who would utilize the program:</b></p> <p>-Learners with the high level of need as identified by reading benchmark data</p> <p>- K-8 reading interventionists</p> <p>-K-8 data coaches (who will do 50% of their time hosting small groups or 1 on 1s)</p> <p>-Potential for EL and Special Education to utilize these Resources but materials for their teachers were not included in this proposal</p>
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	<p>utilized in the middle school as needed.</p> <ul style="list-style-type: none"><li>-Vocabulary Surge A and B teaches etymology of words building decoding skills of unknown words and building knowledge of vocabulary. It is expected to utilize this resource with middle school learners.</li><li>-Multisyllabic routines are designed specifically for middle school learners who need additional practice decoding and reading larger words.</li></ul> <p>-Programs align in a continuum along a scope and sequence. Groupings do not need to be dependent on grade level but can be customized based on what specific skills learners need. They can revisit missing skills or move between different programs as their skills develop.</p> <p>-Fluency is built into all programs through the use of provided word</p>	<p>-Potential for EL and Special Education to utilize these Resources but materials for their teachers were not included in this proposal</p>	
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lists, phrase practice, and multiple decodable passages.

**Key Features:**

- Integrates with any reading curriculum
- flexibility between programing and skills
- specific skills build on previous skills to maximize chances for success
- lessons can be utilized for small groups or 1 on 1s

**Professional Development Needed:**

- Program implementation includes 4 half days of training. Interventionists will only need to attend the sessions that apply to them and will be administered in zoom.
- Ongoing training to ensure fidelity and make adjustments as needed
- Onboarding training using train the trainer model for new intervention staff.

**Who would utilize the program:**



	<ul style="list-style-type: none"> <li>-Learners with the high level of need as identified by reading benchmark data</li> <li>- K-8 reading interventionists</li> <li>-K-8 data coaches (who will do 50% of their time hosting small groups or 1 on 1s)</li> <li>-Potential for EL and Special Education to utilize these Resources but materials for their teachers were not included in this proposal</li> </ul>		
<b>Cost</b>	\$151,352.63		
<b>Feedback</b>	<ul style="list-style-type: none"> <li>-95% lessons are ESSA Verified</li> <li>-Multiple studies showing success in different environments with different populations</li> <li>-Integrates with any ELA curriculum. 95% lessons closely aligns with CCA's new ELA curriculum's scope and sequence.</li> <li>-Has additional resources such as decoding practice (CVC words), summer practice, and online Tier 3 supports</li> </ul>	<ul style="list-style-type: none"> <li>-Based on the science of reading with a multisensory component and a clear scope and sequence</li> <li>-Lessons could be adapted to be taught with materials in CCA student kits. However, the program does encourage the purchase of their student materials.</li> <li>-Some of the more foundational skills may not be well received by learners in upper grades if animations and teacher materials are designed for lower elementary.</li> </ul>	<ul style="list-style-type: none"> <li>-The program is primarily geared towards older learners (3<sup>rd</sup> to 12<sup>th</sup>). K-2 materials are not a focus for the program. Focus appears to be more on fluency than on foundational skills that may be needed in the elementary school.</li> <li>-Program recommends but does not require 20 minutes of digital access with their digital program Read180</li> <li>-Program has some flexibility for 40 to 60 minutes of instruction to be taught over 2 days in small groups, or in an extended time block there are additional</li> </ul>

	<p>-Requires a yearly subscription for access to digital resources. However, the majority of materials are provided physically to teachers. Digital resources are for engagement, enhancing, and offering digital tools for learners.</p> <p>-PASI and PSI assessments can be utilized for progress monitoring and assisting with determining lesson placement.</p> <p>-Some level of adaptation to the online teaching environment will be needed. However, 95% lessons were utilized by CCA pre-COVID in early elementary. Feedback from teachers included that it was easy to adapt them to our environment utilizing Nearpod or Classkick.</p>	<p>-Annual cost for tech tools that would be necessary to have access to all of the materials needed to teach.</p> <p>-Embraces technology and online learning opportunities</p> <p>-Designed to be utilized with their own curriculum but can be utilized as a stand alone. It is unclear if this may lead to some unintended learning gaps.</p> <p>-Lessons are targeted to phonemic awareness, phonics, syllable types, and fluency. No targeted lessons on vocabulary or comprehension.</p> <p>-Does have additional programming not included for high schools.</p> <p>-No additional progress monitoring materials included</p>	<p>whole class warm ups or wrap ups that can extend to a 60 to 75 minute time block.</p> <p>-Integrates with NWEA benchmarking programs, which is a program we don't currently use. It also means that they anticipate data collection and progress monitoring to be collected through NWEA maps</p> <p>-Includes digital instructional materials</p> <p>-Programming has promise at higher grade levels or for learners who need fluency. But it does not necessarily meet all of the needs of our lowest learners who many need a more foundational approach.</p>
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### Final Recommendation: 95% Lessons

It is highly recommended to adopt 95% Lessons as the K-8 evidence-based Reading Intervention Programming. This particular program is designed to align closely with the principles of the Science of Reading and Structured Literacy, making it a well-suited choice for addressing reading difficulties effectively.

One key advantage of 95% Lessons is that it has already been customized to support remote learning settings, providing flexibility and accessibility for both educators and students. This adaptability ensures that students can continue to receive targeted reading interventions even in virtual learning environments, maintaining continuity in their education.

Furthermore, the language utilized within the 95% Lessons program is aligned with the content and terminology used in our newly implemented ELA courses. This alignment can facilitate a seamless transition for students between their reading intervention sessions and their regular language arts curriculum, promoting consistency and reinforcing key concepts across different aspects of their learning experience.

By selecting 95% Lessons as the primary Reading Intervention Program, the school can benefit from a research-based approach that is proven to be effective in supporting students with reading difficulties. The program's alignment with best practices in reading instruction and its adaptability to remote learning environments make it a valuable resource for meeting the diverse needs of students and promoting literacy development across all educational settings.

# Math Intervention Programming Proposal

## 2024-2025 School Year

### Math Intervention Programming Goals

#### Historical Context:

- There has been inconsistent use of math intervention programming. Currently teachers are utilizing different programs at different grade levels or using resources they personally have access to.

#### 2024-2025 SY Goals

- **Consistent Evidence-Based Instruction with an Emphasis on Fidelity:** Evidence-based programs have been proven to positively impact student learning consistently. Schools that utilize evidence-based math interventions are more likely to see uniform and consistent improvement in math skills across their student population.
- **Improved Progress Monitoring and Data-Driven Decision Making:** Math intervention programs provide enhanced progress monitoring tools. These tools help pinpoint specific skills learners need beyond typical diagnostics or benchmarks. They also assist in tracking learning growth, facilitating the transition to new skills, reteaching concepts, or exiting learners from interventions as needed.
- **K-8 Alignment:** Aligning programming from kindergarten through 8th grade allows interventionists to work seamlessly across grade levels, focusing on the necessary skills and maximizing resources. Utilizing the same program helps ensure smooth transitions between skills, reduces gaps in the scope and sequence, and eases the transition from elementary to middle school interventions.
- **Flexibility for Learners:** Consistent programming provides learners with increased flexibility in moving between groups, teachers, or small group times. It also supports the development of asynchronous resources and programs, offering additional choices for learners and their families.
- **Improved Resource Management and Professional Development Opportunities:** When teachers use the same programs, they can better support each other through shared lesson planning, resource sharing, peer observations, and professional learning communities (PLCs). This collaborative environment allows for incorporating the latest research and strategies into instruction more effectively.
- **Equity:** All learners, regardless of grade level, assigned interventionist, or school, will have the same access to evidence-based interventions. This ensures a more equitable approach to closing achievement gaps and providing high-quality education for all students.

- **Accountability and Effectiveness:** When teachers have equal access to resources and consistent expectations for program implementation, accountability for student performance increases. Administrators can more effectively evaluate teacher effectiveness and differences in implementation, allowing for targeted instructional coaching and support.
- **Legality:** Commonwealth Charter Academy (CCA) offers evidence-based math intervention to ensure that students receive effective support and services to address their educational needs. Evidence-based math intervention involves using instructional methods and strategies that have been proven to be successful through research and data analysis.  
Child Find is a legal requirement established by the Individuals with Disabilities Education Act (IDEA) that mandates states to identify, locate, and evaluate children with disabilities who may require early intervention or special education services. The primary goal of Child Find is to guarantee that all children with disabilities, including those enrolled in cyber charter schools like CCA, have access to the necessary appropriate educational resources.  
By delivering evidence-based math intervention, Commonwealth Charter Academy can effectively assist students with and without disabilities in enhancing their math skills and achieving their academic potential. This approach ensures that students receive high-quality instruction tailored to their specific needs, as it is grounded in research and proven practices. Implementing evidence-based strategies also helps CCA meet the requirements of Child Find by offering suitable interventions and supports to students identified as needing specialized services.

### Connection to School Improvement Plan

**Math Goal:** By June 2027, learners in grades 4-8 will gain (blue) in the area of Mathematics, as evidenced by a PVAAS Average Index of +1.0 or higher.

**Evidence Based Strategy:** Multi-tiers Systems of Support (MTSS)

#### Action Steps:

1. **Back to School:**
  - a. Training to intervention staff on new implementation of math intervention programming with fidelity. Focus on familiarity with the program, key components that all instruction should include, progress monitoring tools, and data-driven instructional decision making.
2. **Fall:**
  - a. Utilize benchmarking data and historical data to pinpoint our most at risk learners.
  - b. Begin small groups and 1 on 1s with learners with intervention staff. Learners will be groups based on shared instructional needs.

- c. Progress monitor learners in interventions to guide data-driven decision making around learner progress, Child Find, and effectiveness of instruction.
3. **Winter/Spring:**
- a. Utilize progress monitoring and benchmark data to regroup small groups and 1 on 1s as needed.
  - b. Continue small groups and 1 on 1s with learners with intervention staff. Learners will be groups based on shared instructional needs.
  - c. Progress monitor learners in interventions to guide data-driven decision making around learner progress, Child Find, and effectiveness of instruction.
  - d. Identify as a leadership team any trends in data. Determine if any adjustments need to be made to program implementation.
4. **End of Year:**
- a. Collect final progress monitoring and benchmark data to evaluate and analyze effectiveness of interventions provided.
  - b. Identify learners who will continue to need support in the next year and their current skill level to assist with creating groups the next fall.
  - c. Identify as a leadership team any trends in data. Determine if any adjustments need to be made to program implementation.
5. **Ongoing:**
- a. Utilize the train the trainer model to onboard any new intervention staff.
  - b. Work closely with special education to align with any IEPs, individual needs, or sharing of resources

Provider	Option 1: Bridges Math Intervention	Option 2: Math Links Essentials	Option 3: Supporting Ongoing Achievement Responsibly (SOAR)
Contact	Brianna Pendrak 503-779-1956 [REDACTED]	310-310-4948  No formal sales rep/contact was assigned to CCA. Contacted end of May with no response. Contacted again June 5.	Kristen Klingensmith [REDACTED]
Link to Quote	<a href="#">Bridges Q-25155 Commonwealth Charter.pdf</a>	Minimal information was provided by the assessment provider. Estimate provide was approx \$500 per teacher digital access to teacher materials. The program encourages buying	<a href="#">SOAR Estimate 1104 from University of Pittsburgh Institute for Learning.pdf</a>

		<p>consumable packets for learners at a cost of approx \$5 per topic. Intervention program covers approximately 60 different topics. The average learner could require \$100 in consumables. Overall approximate cost of \$40,000 for the first year with an ongoing learner consumable cost.</p>	
<b>Link to Website</b>	<a href="https://www.mathlearningcenter.org/curriculum/bridges-intervention">https://www.mathlearningcenter.org/curriculum/bridges-intervention</a>	<a href="https://mathandteaching.org/new-essentials-package/">https://mathandteaching.org/new-essentials-package/</a>	<a href="https://ifl.pitt.edu/soar/">https://ifl.pitt.edu/soar/</a>
<b>Notes and Services</b>	<p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>-10 sets of Teacher Bridges Intervention Set 1 (Number Counting and Early Numeracy, Addition and Subtraction, Addition and Subtraction with Multi Digit Numbers, Addition and Subtraction Problem Situations)</li> <li>-30 sets of Teacher Bridges Intervention Set 2 (Multiplication and Division, Multiplication and Division with Multidigit Numbers, Multiplication and Division Problem Situations, Adding, Subtracting, and Making Sense of Fractions, Money and Decimals)</li> </ul> <p><b>Expected Implementation:</b> -Teacher set 1 focusing on early numeracy, addition and subtraction will primarily be utilized in grades K-2</p>	<p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>-3 packets of instructional materials for each key concept</li> </ul> <p><b>Expected Implementation</b></p> <ul style="list-style-type: none"> <li>5<sup>th</sup> Grade- Decimals and Fraction Concepts</li> <li>6<sup>th</sup> Grade Ratios, percents, Multiplication and Division of Fractions, Variables, Intro to Integers</li> <li>7<sup>th</sup> Grade- Percents, Prop Reasoning, Integers Addition/Subtraction, Integers Multiplication/Division, Expressions</li> <li>8<sup>th</sup> Grade- Intro to linear functions, slope and intercept, expressions, equations, systems of linear equations</li> </ul> <p><b>Key Features:</b></p>	<p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>-20 Additional and Subtraction Domain Materials</li> <li>-20 Numbers Base Ten Domain Materials</li> <li>-40 Multiplication and Division Domain Materials</li> <li>-40 Fractions Domain Materials</li> <li>-20 Ratios and Proportions Domain Materials</li> <li>-20 Expressions and Equations Domain Materials</li> <li>-SOAR math interview assessment</li> </ul> <p><b>Expected Implementation:</b></p> <ul style="list-style-type: none"> <li>-Addition, Subtraction, Base Ten, Multiplication and Division, and Fraction for 2<sup>nd</sup> to 5<sup>th</sup> grade</li> </ul>



<p>-Teacher set 2 focusing on multiplication, division, fractions, and decimals will be utilized primarily 3-8</p> <p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>-Focus on the key standards for each grade level and concepts where mastery is necessary for future learning</li> <li>-Weekly small groups include 4 – 30 minute lessons on each topic and a progress monitoring tool to determine if learners are ready for the next topic or need to repeat topics</li> <li>-Each volume has 40 to 65 unique and individual lessons.</li> <li>-Includes progress monitoring tools</li> <li>-Lessons feature warm up, game or activity, and guided practice utilizing Concrete-Representational-Abstract model (CRA)</li> </ul> <p><b>Professional Development Needed:</b></p> <ul style="list-style-type: none"> <li>-Start up training videos are provided as part of the purchase. Key staff (Data Coaches, Supervisors of Learner Acceleration and Assessment, and teacher volunteers) will spend time doing the modules and familiarizing themselves with resources. These key</li> </ul>	<ul style="list-style-type: none"> <li>-provides additional practice on key concepts aligned with grade level mathematics.</li> <li>-includes vocabulary instruction, practice, and application of skills</li> <li>-lesson flexibility to meet different schedules</li> </ul> <p><b>Professional Development Needed:</b></p> <ul style="list-style-type: none"> <li>-Initial training utilizing train the trainer model with an emphasis on implementation with fidelity, progress monitoring, and the scope and sequence</li> <li>-Ongoing training to ensure fidelity and make adjustments as needed</li> <li>-Onboarding training using train the trainer model for new intervention staff.</li> </ul> <p><b>Who would utilize the program:</b></p> <ul style="list-style-type: none"> <li>-Learners with the high level of need as identified by math benchmark data</li> <li>-K-8 math interventionists</li> <li>-K-8 data coaches (who will do 50% of their time hosting small groups or 1 on 1s)</li> </ul>	<ul style="list-style-type: none"> <li>-Multiplication and Division, Fractions, Ratios and Proportions, Expressions and Equations for 6<sup>th</sup> to 8<sup>th</sup> grade</li> <li>-SOAR assessment utilized as need for placement or progress monitoring.</li> </ul> <p><b>Key Features:</b></p> <ul style="list-style-type: none"> <li>-domain modules are designed to give 2 to 3 exposures within a 45 minute lesson</li> <li>-includes real world connections and visual representations</li> <li>-student materials available digitally</li> </ul> <p><b>Professional Development Needed:</b></p> <ul style="list-style-type: none"> <li>-Initial training is customizable and available to all staff utilizing the program at a set rate. Includes familiarity with the resources, assessments, mathematical concepts, and building teacher capacity to teach math.</li> <li>-Ongoing training to ensure fidelity and make adjustments as needed</li> <li>-Onboarding training using train the trainer model for new intervention staff.</li> </ul> <p><b>Who would utilize the program:</b></p> <ul style="list-style-type: none"> <li>-Learners with the high level of need as identified by math benchmark data</li> <li>-K-8 math interventionists</li> </ul>
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	<p>staff will help lead staff through training at BTS with an emphasis on implementation with fidelity, progress monitoring, and the scope and sequence</p> <ul style="list-style-type: none"> <li>-Ongoing training to ensure fidelity and make adjustments as needed</li> <li>-Onboarding training using train the trainer model for new intervention staff.</li> </ul> <p><b>Who would utilize the program:</b></p> <ul style="list-style-type: none"> <li>-Learners with the high level of need as identified by math benchmark data</li> <li>-K-8 math interventionists</li> <li>-K-8 data coaches (who will do 50% of their time hosting small groups or 1 on 1s)</li> <li>-Potential for EL and Special Education to utilize these Resources but materials for their teachers were not included in this proposal</li> </ul>	<ul style="list-style-type: none"> <li>-Potential for EL and Special Education to utilize these Resources but materials for their teachers were not included in this proposal</li> </ul>	<ul style="list-style-type: none"> <li>-K-8 data coaches (who will do 50% of their time hosting small groups or 1 on 1s)</li> <li>-Potential for EL and Special Education to utilize these Resources but materials for their teachers were not included in this proposal</li> </ul>
<b>Cost</b>	\$50,371.20		\$79,200
<b>Feedback</b>	<ul style="list-style-type: none"> <li>-Lessons utilize the CRA model which is evidence-based for math intervention</li> <li>-Lesson manipulatives align with materials provided to CCA learners in their curriculum kits.</li> </ul>	<ul style="list-style-type: none"> <li>-Lessons are geared towards middle school math concepts and supporting learning current grade-level material</li> <li>-Materials are worksheet heavy with limited use of manipulatives. It may be</li> </ul>	<ul style="list-style-type: none"> <li>-aligns with IM math curriculum</li> <li>-lessons are designed to be smaller explorations with repeated exposures of a concept. 45 minute lesson length may require splitting the lesson into 2 parts</li> </ul>

	<p>-Lessons can be easily adapted to online learning through nearpod, Classkick, document cameras, and PowerPoint</p> <p>-Lessons fit within the scheduled intervention small group block</p> <p>-Lessons include regular progress monitoring which can help us more specifically pinpoint needs of learners and if they have mastered material.</p> <p>-In the middle school, approx 47% of learners are 3 or more years behind in mathematics on i-Ready. This data indicates an upper elementary focused intervention would be most appropriate. However, as learners grow they may need concepts not covered in the program.</p> <p>-includes materials that can be utilized as young as K and covers introductory concepts. Many intervention programs in math do not cover early numeracy skills.</p>	<p>a heavy lift to make the worksheets available to learners or to make them more interactive</p> <p>-Program does not address gaps in math skills that may exist for our learners outside of the grade level material. Focus is on supplementing skills instead of closing gaps.</p> <p>-No specific skills for K-4 learners</p> <p>-This program may have potential as a Tier 2 intervention or materials to help support being prepared for Algebra keystones but does not currently meet the needs of our K-8 Intervention program.</p>	<p>-includes real world connections and visual representations</p> <p>-digital materials for students available for additional cost (additional quote was received for this at a cost of \$33,000).</p> <p>-Does not include early numeracy skills such as counting, ordinality, number sense, and subitizing. Program begins around 2<sup>nd</sup> grade.</p> <p>-utilizes a similar methodology to IM math- this alignment could be an asset or it could be a frustration for learners who need a different approach to learn the material</p>
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## Final Recommendation: Bridges Math Intervention

Given the intervention programming needs at Commonwealth Charter Academy (CCA), the ideal solution for addressing these requirements is Bridges Math Intervention program designed for students in grades K-8. Bridges Math Intervention program is highly recommended due to its proven effectiveness in supporting students who require additional assistance in mastering mathematical concepts and skills across elementary and middle school levels.

The Bridges Math Intervention program offers a structured and evidence-based approach to teaching mathematics, ensuring that students receive targeted instruction tailored to their individual learning needs. The program is designed to provide personalized support and guidance to students facing challenges in math, helping them build a strong foundation in key mathematical concepts and improve their overall proficiency in the subject.

Moreover, Bridges Math Intervention program incorporates a variety of instructional strategies, resources, and assessment tools to engage students, monitor their progress, and address their specific areas of difficulty. By leveraging research-based practices and innovative teaching methods, the program aims to enhance students' mathematical abilities, boost their confidence, and promote academic success in math.

Overall, Bridges Math Intervention program aligns with CCA's commitment to providing high-quality education and support to all students, including those in need of specialized intervention services. By implementing this recommended solution, CCA can effectively meet the diverse learning needs of its student population and ensure that every student has the opportunity to excel in mathematics and achieve their full academic potential.

June 3, 2024

Joseph A. O'Brien  
Alfred J. Weinschenk  
James W. Reid  
John R. O'Brien  
James J. Gillotti\*  
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Jane M. Carlonas  
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Joseph Fiorillo  
*Of Counsel*  
Paul D. Horger

Commonwealth Charter Academy  
One Innovation Way  
Harrisburg, PA 17110

RE: [REDACTED] v. *Commonwealth Charter Academy*

Dear Sirs:

We are pleased to serve as counsel for you in this matter, and this letter sets forth the financial details of this representation.

I will be handling this matter, along with Attorney Jack Price. We will charge a rate of \$175.00 per hour. If any of the services are performed by paralegal assistants in this office, then you will be charged an hourly rate of \$75.00 per hour. You will not be billed for clerical or secretarial time.

In addition, you will be charged for all out-of-pocket disbursements that we may incur on your behalf. We will seek prior approval of any out-of-pocket disbursements in excess of \$250.00.

We will bill you for our fees and out-of-pocket disbursements on a monthly basis.

If this arrangement is agreeable to you, please sign this agreement and return it to me at your earliest convenience.

We appreciate your business and look forward to serving you.

Very truly yours,

**OLIVER, PRICE & RHODES**

[REDACTED]

Joseph A. O'Brien

JAOB/rs  
C: Katherine Fitz-Patrick, Esq.

ACCEPTED AND AGREED:

\_\_\_\_\_  
Commonwealth Charter Academy

Dated: \_\_\_\_\_, 2024