

COMMONWEALTH CHARTER ACADEMY CS

Charter School Annual Report | 2023 - 2024

School Profile

LEA Name

Commonwealth Charter Academy CS

AUN

115220002

Address 1

One Innovation Way

Address 2

City

Harrisburg

State

PA

Zip Code

17110

Chief Administrator Name

Mr Thomas Longenecker

Chief Administrator Email

Tlongenecker@ccaeducate.me

Chief Administrator Phone

(717) 710-3313

Extension

Charter School Principal

Principal Name

Jim Alex

Principal Email

jalex@ccaeducate.me

Principal Phone

717-710-3300

Extension

11181

Principal Name

Destiny Day

Principal Email

dday@ccaeducate.me

Principal Phone

412-530-1340

Extension

23162

Principal Name

Ross Hopple

Principal Email

rhopple@ccaeducate.me

Principal Phone

717-710-3300

Extension

11118

Principal Name

Kyle Chuff

Principal Email

kchuff@ccaeducate.me

Principal Phone

570-483-2830

Extension

15132

Principal Name

Kelly Musser

Principal Email

kmusser@ccaeducate.me

Principal Phone

717-710-3300

Extension

11357

Principal Name

Ken Edwards

Principal Email

kedwards@ccaeducate.me

Principal Phone

717-710-3300

Extension

11259

Principal Name

Noelle Griffiths

Principal Email

ngriffiths@ccaeducate.me

Principal Phone

570-483-2830

Extension

15148

Principal Name

Jon Fried

Principal Email

jfried@ccaeducate.me

Principal Phone

717-710-3300

Extension

11257

Principal Name

Celeste Beard-Ward

Principal Email

cbeardward@ccaeducate.me

Principal Phone

717-710-3300

Extension

11219

Principal Name

Michael Carnes

Principal Email

mcarnes@ccaeducate.me

Principal Phone

717-710-3300

Extension

11607

Authorizing District(s)

Cyber Charter - PDE is Authorizing Entity (CHECKED)

Upload Current Charter (PDF only)

110802 Charter Renewal letter.pdf

Governance and Staff

Board of Trustees Members

Name	Office	Check if New Member
Ralph Dyer	Chair	
Jeffrey Piccola	Vice-Chair/Chair	
Rob Barr	Treasurer	
Lil Jackson	Secretary	
Jeff Haste	Trustee/Vice-Chair	
Marcus Hite	Trustee	
Joseph Curcilo	Trustee	(CHECKED)

Explanation of Board of Trustees Changes

In the 2023-24 school year, Ralph Dyer, the Commonwealth Charter Academy's long-term Chairman of the Board of Trustees died at the end of December 2023. As a result, the sitting Vice Chairman, Jeffrey Piccola, was elected Chairman in a unanimous vote. Jeff Haste was then elected Vice Chairman. Due to this transition, Joseph Curcilo was appointed as an additional Trustee on February 15, 2024.

Board of Trustees Meeting Schedule

Location	Date	Time
1 Innovation Way, Harrisburg, PA 17110	2023-08-09	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2023-09-16	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2023-10-11	8:30 a.m.

1 Innovation Way, Harrisburg, PA 17110	2023-11-15	8:30 a.m.
Virtual/Teleconference	2023-12-01	8:00 a.m.
1 Innovation Way, Harrisburg, PA 17110	2024-01-10	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2024-02-14	8:45 a.m.
Virtual/Teleconference	2024-02-23	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2024-04-10	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2024-05-15	8:30 a.m.
1 Innovation Way, Harrisburg, PA 17110	2024-06-12	8:30 a.m.

Upload Board Minutes

230809 Board Approved Mins.pdf

230916 Board Approved Mins.pdf

231011 Board Approved Mins.pdf

240110 Board Approved Mins.pdf

240214 Board Approved Mins.pdf

240223 Board Approved Mins.pdf

240410 Board Approved Mins.pdf

231115 Board Approved Mins.pdf

231201 Board Approved Mins.pdf

240515 Board Approved Mins.pdf

Leadership Team

Name	Title/Position	Check if New Member
Thomas D. Longenecker	Chief Executive Officer	
Roberto T. Datorre	Other	
Christy Sink	Human Resource Officer	
Michelle Orcutt	Director of Special Education	
Bryon Klingel	Other	
Natasha Shane	Other	
Danielle Mariano	Other	
Timothy Eller	Other	
Stephanie McHugh	Other	

Christopher Yerkes	Other	
Joanna Shelley	Other	
Nicole Smith	Other	
Andrea Azzalina	Other	
Jim Alex	Principal	
Destiny Day	Principal	(CHECKED)
Ross Hopple	Principal	(CHECKED)
Kyle Chuff	Principal	
Kelly Musser	Principal	
Kenneth Edwards	Principal	

Jonathan Fried	Principal	
Michael Carnes	Principal	(CHECKED)
Noelle Griffiths	Principal	
Celeste Beard-Ward	Principal	
Robert Schultz	Chief Academic Officer	(CHECKED)
Norman Miller	Other	(CHECKED)
Dana Moreno	Other	
Faith Russo	Fiscal Management Officer	(CHECKED)

Explanation of Leadership Changes

Diane Adkins and Christine Hakes left Commonwealth Charter Academy (CCA) during the 2023-24 school year. Destiny Day was promoted to Elementary Principal, replacing Diane Adkins. Ross Hopple was added to the staff as an Elementary Principal. Likewise, Mike Carnes became a High School Principal. Norman Miller joined CCA as a Senior Educational Advisor.

Upload of Professional Staff Member Roster (PDE-414 Form)

2023-2024 PDE 414_7e4722d6.xlsx

Quality of Teaching and Other Staff

	# of Staff per Category	# of Staff Appropriately Certified	# of Staff Promoted	# of Staff Transferred	# of Staff Terminated	# of Staff Contracted for Following Year
Chief Executive Officer	1	1	0	0	0	1
Chief Administrative Officer	1	0	0	0	0	1
Principal	10	9	2	1	0	10
Assistant Principal	50	50	2	3	4	53
Classroom Teacher (including Master Teachers)	1112	1080	9	21	43	1259
Specialty Teacher (including Master Teachers)	83	69	2	1	2	83
Special Education Teacher (including Master Teachers)	327	323	1	8	33	408
Special Education Coordinator	22	22	1	0	4	22
Counselor	50	50	0	1	4	50
Psychologist	10	10	0	0	2	10

School Nurse	3	3	0	0	1	3
IT Director	3	0	0	0	0	3
Business Administrator	2	0	0	0	0	2
ISD, Curriculum Developers, Tech Support	86	0	0	14	4	86
HR Manager	1	0	0	0	0	1
Student Support Manager, Facilities Manager	4	0	0	0	0	4
Business Office, Administrative Support Staff, Teaching Assistants	135	0	4	6	14	135
Other	162	0	10	9	22	162
Totals	2062	1617	31	64	133	2293

Explanation of Substantial Differences

*Staffing numbers continue to increase due to a projected increase in student enrollment. *Other Includes CCA Works Programs, School Improvement, Student Services, Social Work, Outreach, Family Services, English Language Specialists, Quality and Compliance, Facilities, Human Resources, and Career Readiness. As well as, all Vice Provosts, Vice Presidents, and Directors not otherwise accounted for.

Fiscal Matters

Major Fundraising Activities

Amazon Smile, Box Tops for Education

Fiscal Solvency Policies

See attached (CCA FS 6.30.23 Final.pdf) Pages 18 - 31 ("Note 1 - Summary of Significant Accounting Policies).

Accounting System

There has been no change in the accounting system during the 23/24 school year. CCA has continued to utilize the Powerschool eFinancePLUS accounting and payroll modules for fiscal accounting and reporting since the 19/20 school year.

Preliminary Statements of Revenues, Expenditures & Fund Balances

23-24 Preliminary Stmt of Rev, Exp, and FB.xlsxCCA FS 6.30.23 Final.pdf

Upload Statements of Revenues, Expenditures & Fund Balances

Expenses & Revenues Charter School Annual Report - signed.pdf

CCA FS 6.30.23 Final.pdf

Financial Audit Basics

Audit Firm

Herbein CPAS and Consultants

Date of Last Audit

2023-06-30

Fiscal Year Last Audited

2023

Explanation of the Report

Financial and Compliance Report (Year Ended June 30, 2023)

Upload Financial Audit Document(s)

CCA FS 6.30.23 Final.pdf

Financial Audit Citations

Financial Audit Citations Description	Response
No financial audit citations.	N/A

Federal Programs Consolidated Review**Federal Programs Consolidated Review Document(s)**

Yes

Upload Available Federal Programs Consolidated Review Document(s)

ESSA Fiscal Monitoring Final Report.pdf

ESSA Program Monitoring Final Report.pdf

Title I Status

Yes

Title I First Year Status

No

Date of Last Federal Programs Consolidated Review

2024-04-29

School Years Reviewed

2023/2024

Federal Programs Consolidated Review Report

23-24 Monitoring Letter.pdf

ESSA Fiscal Monitoring Final Report.pdf

Consolidated Review/Annual Report

Please see the report above.

Federal Programs Consolidated Review Citations

Findings	Corrective Action(s) Taken
No findings.	N/A

Special Education

Special Education Support Services

Position Title	Building(s) Name and Location for Charter Schools	Caseload	Low Age	High Age
Special Education Teacher	CCA	35	5	8
Special Education Teacher	CCA	34	5	8
Special Education Teacher	CCA	33	5	8
Special Education Teacher	CCA	24	5	8
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	33	8	11
Special Education	CCA	34	8	11

Teacher				
Special Education Teacher	CCA	33	8	11
Special Education Teacher	CCA	22	5	6
Special Education Teacher	CCA	23	6	7
Special Education Teacher	CCA	13	7	8
Special Education Teacher	CCA	18	8	9
Special Education Teacher	CCA	22	9	10
Special Education Teacher	CCA	21	9	10
Special Education Teacher	CCA	26	10	11
Special Education Teacher	CCA	25	10	11
Special Education Teacher	CCA	33	5	8
Special Education Teacher	CCA	33	5	8

Special Education Teacher	CCA	33	5	8
Special Education Teacher	CCA	31	5	8
Special Education Teacher	CCA	33	8	11
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	33	8	11
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	32	8	11
Special Education Teacher	CCA	16	7	8
Special Education Teacher	CCA	20	8	9
Special Education Teacher	CCA	18	8	9

Special Education Teacher	CCA	25	9	10
Special Education Teacher	CCA	23	9	10
Special Education Teacher	CCA	24	10	11
Special Education Teacher	CCA	24	10	11
Special Education Teacher	CCA	38	5	8
Special Education Teacher	CCA	37	5	8
Special Education Teacher	CCA	39	5	8
Special Education Teacher	CCA	29	5	8
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	31	8	11
Special Education	CCA	34	8	11

Teacher				
Special Education Teacher	CCA	33	8	11
Special Education Teacher	CCA	32	8	11
Special Education Teacher	CCA	34	8	11
Special Education Teacher	CCA	24	6	7
Special Education Teacher	CCA	15	7	8
Special Education Teacher	CCA	14	7	8
Special Education Teacher	CCA	20	8	9
Special Education Teacher	CCA	22	9	10
Special Education Teacher	CCA	26	9	10
Special Education Teacher	CCA	25	10	11
Special Education Teacher	CCA	24	10	11

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Special Education Teacher	CCA	37	11	14
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Special Education Teacher	CCA	37	11	14
Special Education Teacher	CCA	39	11	14
Special Education Teacher	CCA	37	11	14
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Special Education Teacher	CCA	37	11	14
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Special Education Teacher	CCA	18	11	14
Special Education Teacher	CCA	19	11	14
Special Education Teacher	CCA	18	11	14
Special Education Teacher	CCA	18	11	14
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Special Education Teacher	CCA	18	11	14
Special Education Teacher	CCA	18	11	14
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Teacher				
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Special Education Teacher	CCA	34	14	21
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Special Education Teacher	CCA	15	14	21
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Special Education Teacher	CCA	14	14	21
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Special Education Teacher	CCA	15	5	8
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Special Education Teacher	CCA	14	5	8
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Special Education Teacher	CCA	20	8	11
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Special Education Teacher	CCA	12	11	14
Special Education Teacher	CCA	11	14	21
Special Education Teacher	CCA	11	14	21
Special Education	CCA	11	14	21

Teacher				
Special Education Teacher	CCA	51	5	11
Special Education Teacher	CCA	51	5	11
Special Education Teacher	CCA	52	5	11
Special Education Teacher	CCA	45	11	14
Special Education Teacher	CCA	46	11	14
Special Education Teacher	CCA	45	11	14
Special Education Teacher	CCA	44	11	14
Special Education Teacher	CCA	44	11	14
Special Education Teacher	CCA	46	11	14
Special Education Teacher	CCA	43	11	14
Special Education Teacher	CCA	52	14	21

Special Education Teacher	CCA	52	14	21
Special Education Teacher	CCA	53	14	21
Special Education Teacher	CCA	52	14	21
Special Education Teacher	CCA	53	14	21
Special Education Teacher	CCA	53	14	21
Special Education Teacher	CCA	45	14	21
Special Education Teacher	CCA	46	14	21
Special Education Teacher	CCA	44	14	21
Special Education Teacher	CCA	44	14	21
Special Education Teacher	CCA	44	14	21
Special Education Teacher	CCA	45	14	21
Special Education Teacher	CCA	45	14	21

Special Education Teacher	CCA	45	14	21
Special Education Teacher	CCA	46	14	21
Special Education Teacher	CCA	43	14	21
Special Education Teacher	CCA	45	14	21
Special Education Teacher	CCA	45	14	21
Special Education Teacher	CCA	45	14	21
Special Education Teacher	CCA	52	5	11
Special Education Teacher	CCA	42	5	11
Special Education Teacher	CCA	48	5	11
Special Education Teacher	CCA	46	5	11
Special Education Teacher	CCA	20	5	11
Special Education	CCA	19	13	14

Teacher				
Special Education Teacher	CCA	15	14	21
Special Education Teacher	CCA	50	5	11
Special Education Teacher	CCA	7	5	11
Special Education Teacher	CCA	10	5	11
Special Education Teacher	CCA	17	10	11
Special Education Teacher	CCA	32	11	13
Special Education Teacher	CCA	22	9	11
Special Education Teacher	CCA	26	11	13

Special Education Contracted Services

Title	Amt. of Time per Week in Days or Hours	Operator	# of Students
A Total Approach, Inc	5.15	Outside Contractor	2
ABA Consultants, LLC	67.16	Outside	13

		Contractor	
ABA Support Services, LLC*	34.29	Outside Contractor	6
Abington Services	6.98	Outside Contractor	16
ABIT Consulting Group	52.76	Outside Contractor	12
Achievable Outcomes Therapy	0.50	Outside Contractor	1
Acorn to Oaks	2.04	Outside Contractor	4
AHEDD, Inc.	0.78	Outside Contractor	3
Associated OT, Inc.	1.28	Outside Contractor	3
Attain Therapy	279.70	Outside Contractor	314
Avonbrook Consulting, LLC	0.50	Outside Contractor	1
AXIS Teletherapy	135.98	Outside Contractor	232
Baby Steps Therapy, LLC	2.21	Outside Contractor	1

Beaver Valley IU 27	8.65	Outside Contractor	1
BedRock Community Service	0.94	Outside Contractor	1
Bethlehem Pediatric Therapy Services, LLC	4.42	Outside Contractor	5
Blair Therapies	3.53	Outside Contractor	9
Bowersox & Associates, LLC	153.96	Outside Contractor	360
Camco Physical & Occupational Therapy, LLC	3.66	Outside Contractor	5
Camerell Designs, Inc.	6.60	Outside Contractor	3
Carol Walck and Associates, LTD	2.05	Outside Contractor	1
Center for Independent Living of South Central PA	3.60	Outside Contractor	1
Central Penn Education Associates, Inc.	29.30	Outside Contractor	115
Circle Speech Services	2.55	Outside Contractor	6
Compass Health Systems	724.47	Outside Contractor	56

Conestoga Behavioral Services	22.11	Outside Contractor	2
Connected Teletherapy(The Therapy Spot)	3.33	Outside Contractor	6
Connecting the Pieces, LLC*	129.95	Outside Contractor	58
Countywide Transportation Services	3.82	Outside Contractor	1
Creative Therapy Solutions	24.94	Outside Contractor	24
Dawn O'Brien Taylor	3.59	Outside Contractor	8
DC Therapy	1.36	Outside Contractor	2
Decode It LLC	1.88	Outside Contractor	5
Destiny Kunkel Therapy 10:31	10.50	Outside Contractor	18
DotCom Therapy*	54.09	Outside Contractor	101
Dr. Kirsten Stiffler	3.15	Outside Contractor	13
Easter Seals of Southeastern PA	3.73	Outside	4

		Contractor	
Easter Seals Western and Central Pennsylvania	29.17	Outside Contractor	3
Enablr	7.34	Outside Contractor	15
Express Yourself Therapeutics	4.44	Outside Contractor	8
Expressive Pathways, LLC	8.24	Outside Contractor	1
Garnet Educational Services	416.43	Outside Contractor	417
Grimm, Elizabeth	1.86	Outside Contractor	2
Groovy Time Speech	9.91	Outside Contractor	16
Grow 2gether	51.28	Outside Contractor	3
GrowNow Therapy Services LLC	1.31	Outside Contractor	2
Gym Jam	2.83	Outside Contractor	6
Hummingbird ABA Therapy, LLC	38.01	Outside Contractor	4

Journey Center, LLC	492.98	Outside Contractor	20
Just 4 Kids	1.29	Outside Contractor	1
K12 Therapy, LLC	177.50	Outside Contractor	14
Kerri (Garbinski) (Stack) Valentine	6.49	Outside Contractor	14
KidsFirst Therapy	3.92	Outside Contractor	8
Lancaster-Lebanon IU 13	4.14	Outside Contractor	4
Laurie Panther	0.21	Outside Contractor	1
Lee,Kathy J, Wilson Instructor	22.81	Outside Contractor	19
Leg Up Farm	8.09	Outside Contractor	19
Lehigh Valley Center for Independent Living	2.22	Outside Contractor	1
LETS Therapy	4.83	Outside Contractor	12
Liberty Therapy Solutions, LLC	168.93	Outside Contractor	10

Lisa S Volk	8.49	Outside Contractor	1
Living Unlimited, Inc.	33.76	Outside Contractor	26
Maya Coleman	32.01	Outside Contractor	13
M3 Music Therapy, LLC	0.74	Outside Contractor	1
Merakey Pennsylvania	1.76	Outside Contractor	2
Opening Doors Therapy, Inc.	169.89	Outside Contractor	103
OT&Me, LLC	109.29	Outside Contractor	193
Paige Weaver	2.86	Outside Contractor	8
Patricia Scapellati, SLP	80.59	Outside Contractor	141
Pediatric Therapy Associates	4.57	Outside Contractor	4
Pediatric Therapy Source	13.91	Outside Contractor	24
Philadelphia Woodworks, LLC	6.30	Outside	1

		Contractor	
Potentiality Therapy Services	1.50	Outside Contractor	2
Preparing Individuals Today for Tomorrow LLC	170.88	Outside Contractor	24
PresenceLearning, Inc.*	562.08	Outside Contractor	918
Remarkable Minds	0.38	Outside Contractor	1
Riverview IU 06	3.00	Outside Contractor	1
Roberts, Virginia, OT	21.28	Outside Contractor	18
Sandra Giglio, M.Ed.	11.25	Outside Contractor	6
Sayegh Pediatric Therapy Svcs, PC	23.48	Outside Contractor	38
Silver Wolf Productions	3.09	Outside Contractor	1
Smith Speech & Language Services	5.89	Outside Contractor	10
Strategies 4 Success, LLC	114.23	Outside Contractor	9

Sugar Plum Speech	44.65	Outside Contractor	16
Susan Ficken Pediatric Therapy, LLC	1.00	Outside Contractor	1
Swank Early Skills Development, LLC	22.38	Outside Contractor	1
Telemental Health Network*, LLC dba Virtual School Counselor Network	34.11	Outside Contractor	79
TeleVine Therapy (Tara Helwig)	22.01	Outside Contractor	42
The Hope Learning Center, LLC	122.47	Outside Contractor	6
The Speech Spot	36.14	Outside Contractor	75
The Vista School	3.18	Outside Contractor	2
Therapy Bridges, LLC	15.90	Outside Contractor	19
Therapy Source, Inc.	257.50	Outside Contractor	402
TWFK (Was Therapy Works for Kids LLC)	8.48	Outside Contractor	13
Time 2 Talk	1.89	Outside Contractor	2

TNF Logistics	8.50	Outside Contractor	2
Tracy Geist Therapy Services, LLC	6.47	Outside Contractor	5
Tutoring-Works	257.66	Outside Contractor	104
U.S. Healthcare Services, LLC	330.80	Outside Contractor	215
Unstoppable Speech	18.85	Outside Contractor	21
Valley Family Theraputics, LLC	3.94	Outside Contractor	2
Walk N'Roll Pediatrics	8.19	Outside Contractor	13
Westmoreland IU 7	0.90	Outside Contractor	2
XLR8ED Therapy Services, LLC	4.19	Outside Contractor	1
Your Speech Path	0.25	Outside Contractor	1
Youth Advocate Programs	44.02	Outside Contractor	4
Zim Zum Consulting Collaboration, LLC	24.37	Outside	5

		Contractor	
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Special Education Cyclical Monitoring
Date of Last Special Education Cyclical Monitoring
 2024-03-04

Upload Link to Report (Optional)

Special Education Cyclical Monitoring Report
 Commonwealth_Charter_Academy_CS_Executive_Summary_CS_2023 (004).pdf

Administrative Procedures for Internal Controls of IEP Development
 IEP Development - Internal Controls.pdf

Special Education Personnel Development

Autism

Description of Training			
Serving Learners with Unique Needs			
Lead Person/Position		Year of Training	
Tammy Chrin- Director of Compliance		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	In House	Special Education Teachers and Administrators

Training Date Complete
 2023-09-01
 2023.9.1. Staff Training.xlsx
 9.1.2023.pdf

BehaviorSupport

Description of Training			
Behavior Supports for Learners			
Lead Person/Position		Year of Training	
Allison Vasinko- BCBA		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	In House	Special Education Teachers and Administrators

Training Date Complete

2023-08-31

8.31.2023.pdf

2023.8.31 Staff Training.xlsx

Paraprofessional

Description of Training			
Role of Success Coaches			
Lead Person/Position		Year of Training	
Tammy Chrin		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	12	In House	Success Coaches and Teachers

Training Date Complete

2023-10-02

The Role of Success Coaches Agenda.pdf

2023.10.2 Staff Training.xlsx

Transition

Description of Training			
Preparing Learners for Post Secondary			
Lead Person/Position		Year of Training	
Kenesta Mack- Director of Transition		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	1	In House	Special Education Teachers and Administrators

Training Date Complete

2023-08-30

2023.8.30 Staff Training.xlsx

8.30.2023.pdf

ScienceofLiteracy

Description of Training			
Structured Literacy			
Lead Person/Position		Year of Training	
Nicole Smith- VP Professional Development		2024	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	10	In House	Gen Ed and Special Ed Teacher

Training Date Complete

2024-03-28

2024.3.28 Literacy Training.xlsx

Structured Literacy.pdf

ParentTraining

Description of Training			
Multiple Trainings Throughout the Year			
Lead Person/Position		Year of Training	
Tammy Chrin- Director of Compliance		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
1	5	In House	Staff and Parents

Training Date Complete

2023-11-01

Parent Training.xlsx

2023-24 Parent Trainings.pdf

IEPDevelopment

Description of Training			
Writing IEP for Learner Success and Growth			

Lead Person/Position		Year of Training	
Tammy Chrin- Director of Compliance		2023	
Hours Per Training	Number of Sessions	Provider	Who Participated (Audience)
2	1	In House	Special Education Teachers

Training Date Complete

2023-08-29

2023.8.29 Staff Training.xlsx

8.29.2023.pdf

Special Education Program Profile

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 332	Elementary	Full-time (1.0)	09/17/2024 03:43 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 331	Elementary	Full-time (1.0)	07/25/2024 08:57 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 330	Elementary	Full-time (1.0)	07/24/2024 08:59 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 329	Elementary	Full-time (1.0)	07/24/2024 09:02 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.3

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 328	Elementary	Full-time (1.0)	07/24/2024 09:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 327	Elementary	Full-time (1.0)	07/19/2024 08:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 326	Elementary	Full-time (1.0)	07/19/2024 08:05 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 325	Elementary	Full-time (1.0)	07/19/2024 08:05 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 324	Elementary	Full-time (1.0)	07/24/2024 09:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 323	Elementary	Full-time (1.0)	07/22/2024 12:34 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 322	Elementary	Full-time (1.0)	07/19/2024 08:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 321	Elementary	Full-time (1.0)	07/19/2024 08:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 320	Elementary	Full-time (1.0)	07/19/2024 08:02 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 319	Elementary	Full-time (1.0)	07/19/2024 08:02 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 318	Elementary	Full-time (1.0)	07/19/2024 08:01 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 317	Elementary	Full-time (1.0)	07/19/2024 08:01 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 316	Elementary	Full-time (1.0)	07/19/2024 08:00 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 315	Elementary	Full-time (1.0)	07/19/2024 08:00 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.78

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 314	Elementary	Full-time (1.0)	07/19/2024 07:59 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 313	Elementary	Full-time (1.0)	07/19/2024 07:59 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 312	Elementary	Full-time (1.0)	07/24/2024 09:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 311	Elementary	Full-time (1.0)	07/24/2024 09:03 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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CCA 310	Elementary	Full-time (1.0)	07/24/2024 09:04 AM
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Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 309	Elementary	Full-time (1.0)	07/24/2024 09:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 308	Elementary	Full-time (1.0)	07/19/2024 07:56 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 307	Elementary	Full-time (1.0)	07/19/2024 07:56 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 306	Elementary	Full-time (1.0)	07/19/2024 07:56 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 305	Elementary	Full-time (1.0)	07/19/2024 07:55 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 304	Elementary	Full-time (1.0)	07/19/2024 07:55 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 303	Elementary	Full-time (1.0)	07/19/2024 07:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 302	Elementary	Full-time (1.0)	07/19/2024 07:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 301	Elementary	Full-time (1.0)	07/19/2024 07:53 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 300	Elementary	Full-time (1.0)	07/19/2024 07:53 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 299	Elementary	Full-time (1.0)	07/19/2024 07:52 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 298	Elementary	Full-time (1.0)	07/19/2024 07:52 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8

Age Range Justification	FTE %
	0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 297	Elementary	Full-time (1.0)	07/19/2024 07:51 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 296	Elementary	Full-time (1.0)	07/19/2024 07:51 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 295	Elementary	Full-time (1.0)	07/19/2024 07:50 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 294	Secondary	Full-time (1.0)	07/24/2024 09:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 293	Secondary	Full-time (1.0)	07/24/2024 09:05 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 292	Secondary	Full-time (1.0)	07/24/2024 09:05 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 291	Secondary	Full-time (1.0)	07/24/2024 09:05 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 290	Secondary	Full-time (1.0)	07/24/2024 09:05 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 289	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 288	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 287	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 286	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 285	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 284	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.3

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 283	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 282	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.3

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 281	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		26
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.3

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 280	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		25
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 277	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 279	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 278	Secondary	Full-time (1.0)	07/24/2024 09:06 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %

Caseload caps do not apply under 22 Pa. Code Ch. 711	0.72
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 276	Secondary	Full-time (1.0)	07/24/2024 09:07 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 275	Secondary	Full-time (1.0)	07/24/2024 09:07 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 274	Secondary	Full-time (1.0)	07/24/2024 09:07 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 273	Secondary	Full-time (1.0)	07/24/2024 09:07 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		28
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.56

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 272	Secondary	Full-time (1.0)	07/24/2024 09:07 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 271	Secondary	Full-time (1.0)	07/24/2024 09:08 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 270	Secondary	Full-time (1.0)	07/24/2024 09:08 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 269	Secondary	Full-time (1.0)	07/24/2024 09:08 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 268	Secondary	Full-time (1.0)	07/24/2024 09:08 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 267	Secondary	Full-time (1.0)	07/24/2024 09:08 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 266	Secondary	Full-time (1.0)	07/24/2024 09:08 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 265	Secondary	Full-time (1.0)	07/24/2024 09:08 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 264	Secondary	Full-time (1.0)	07/24/2024 09:08 AM

Building Name		
Commonwealth Charter Academy CS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 263	Secondary	Full-time (1.0)	07/24/2024 09:08 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 262	Secondary	Full-time (1.0)	07/24/2024 09:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 261	Secondary	Full-time (1.0)	07/24/2024 09:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 260	Secondary	Full-time (1.0)	07/24/2024 09:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 259	Secondary	Full-time (1.0)	07/24/2024 09:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 258	Secondary	Full-time (1.0)	07/24/2024 09:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %

Caseload caps do not apply under 22 Pa. Code Ch. 711	0.68
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 257	Secondary	Full-time (1.0)	07/24/2024 09:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 256	Secondary	Full-time (1.0)	07/24/2024 09:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 255	Secondary	Full-time (1.0)	07/24/2024 09:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 254	Secondary	Full-time (1.0)	07/24/2024 09:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 253	Secondary	Full-time (1.0)	07/24/2024 09:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 252	Secondary	Full-time (1.0)	07/24/2024 09:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 251	Secondary	Full-time (1.0)	07/24/2024 09:09 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 250	Secondary	Full-time (1.0)	07/24/2024 09:10 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 249	Secondary	Full-time (1.0)	07/24/2024 09:10 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 248	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 247	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 246	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 245	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 244	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 243	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 242	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 241	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 240	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 239	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %

Caseload caps do not apply under 22 Pa. Code Ch. 711	0.66
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 238	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 237	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 236	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 235	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 234	Secondary	Full-time (1.0)	07/24/2024 09:11 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 233	Secondary	Full-time (1.0)	07/24/2024 09:12 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 232	Secondary	Full-time (1.0)	07/24/2024 09:12 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 231	Secondary	Full-time (1.0)	07/24/2024 09:12 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 230	Secondary	Full-time (1.0)	07/24/2024 09:12 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 229	Secondary	Full-time (1.0)	07/24/2024 09:12 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 228	Secondary	Full-time (1.0)	07/24/2024 09:12 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 227	Secondary	Full-time (1.0)	07/24/2024 09:12 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 226	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 225	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 224	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 223	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 222	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 221	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 220	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 219	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 218	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 217	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 216	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 215	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 214	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 213	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 212	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 211	Secondary	Full-time (1.0)	07/24/2024 09:13 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 210	Secondary	Full-time (1.0)	07/24/2024 09:14 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 209	Secondary	Full-time (1.0)	07/24/2024 09:14 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 208	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 207	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 206	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 205	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 204	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 203	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 202	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 201	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 200	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 199	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %

Caseload caps do not apply under 22 Pa. Code Ch. 711	0.68
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 198	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.64

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 197	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 196	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 195	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 194	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 193	Secondary	Full-time (1.0)	07/24/2024 09:15 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 192	Secondary	Full-time (1.0)	07/24/2024 09:16 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 191	Secondary	Full-time (1.0)	07/24/2024 09:16 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 190	Secondary	Full-time (1.0)	07/24/2024 09:16 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		23
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.15

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 189	Secondary	Full-time (1.0)	07/24/2024 09:16 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 188	Secondary	Full-time (1.0)	07/24/2024 09:16 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 187	Secondary	Full-time (1.0)	07/24/2024 09:16 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 186	Secondary	Full-time (1.0)	07/24/2024 09:16 AM

Building Name		
Commonwealth Charter Academy CS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 185	Secondary	Full-time (1.0)	07/24/2024 09:17 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 184	Secondary	Full-time (1.0)	07/24/2024 09:17 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 183	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 182	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 181	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 180	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 179	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 178	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 177	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 176	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 175	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 174	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 173	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 172	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 171	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 170	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 169	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 168	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 167	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 166	Secondary	Full-time (1.0)	07/17/2024 01:43 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 14
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 165	Secondary	Full-time (1.0)	07/17/2024 01:42 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 164	Secondary	Full-time (1.0)	07/17/2024 01:41 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 163	Secondary	Full-time (1.0)	07/17/2024 01:40 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14

Age Range Justification	FTE %
	0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 162	Secondary	Full-time (1.0)	07/17/2024 01:40 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 161	Secondary	Full-time (1.0)	07/17/2024 01:39 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 160	Secondary	Full-time (1.0)	07/17/2024 01:37 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 159	Secondary	Full-time (1.0)	07/17/2024 01:36 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 158	Secondary	Full-time (1.0)	07/17/2024 01:35 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 157	Secondary	Full-time (1.0)	07/17/2024 01:35 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 156	Secondary	Full-time (1.0)	07/17/2024 01:33 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 155	Secondary	Full-time (1.0)	07/17/2024 01:33 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 154	Secondary	Full-time (1.0)	07/17/2024 01:30 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 153	Secondary	Full-time (1.0)	07/17/2024 01:29 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 152	Secondary	Full-time (1.0)	07/17/2024 01:28 PM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 151	Secondary	Full-time (1.0)	07/17/2024 01:28 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 150	Secondary	Full-time (1.0)	07/17/2024 01:25 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 149	Secondary	Full-time (1.0)	07/17/2024 01:25 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 148	Secondary	Full-time (1.0)	07/17/2024 01:24 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 147	Secondary	Full-time (1.0)	07/17/2024 01:23 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		30
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 146	Secondary	Full-time (1.0)	07/17/2024 01:22 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14

Age Range Justification	FTE %
	0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 145	Secondary	Full-time (1.0)	07/17/2024 01:22 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 144	Secondary	Full-time (1.0)	07/17/2024 01:21 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 143	Secondary	Full-time (1.0)	07/17/2024 01:20 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 142	Secondary	Full-time (1.0)	07/17/2024 01:19 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.78

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 141	Secondary	Full-time (1.0)	07/17/2024 01:19 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.78

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 140	Secondary	Full-time (1.0)	07/17/2024 01:18 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.78

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 139	Secondary	Full-time (1.0)	07/17/2024 01:17 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.78

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 138	Secondary	Full-time (1.0)	07/17/2024 01:16 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 137	Secondary	Full-time (1.0)	07/17/2024 08:50 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 136	Secondary	Full-time (1.0)	07/17/2024 08:49 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 135	Secondary	Full-time (1.0)	07/17/2024 08:49 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 134	Secondary	Full-time (1.0)	07/17/2024 08:48 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 133	Secondary	Full-time (1.0)	07/17/2024 08:47 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 132	Secondary	Full-time (1.0)	07/17/2024 08:47 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 131	Secondary	Full-time (1.0)	07/17/2024 08:46 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 130	Secondary	Full-time (1.0)	07/17/2024 08:45 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 129	Secondary	Full-time (1.0)	07/17/2024 08:44 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14

Age Range Justification	FTE %
	0.85

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 128	Secondary	Full-time (1.0)	07/17/2024 08:44 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 127	Secondary	Full-time (1.0)	07/17/2024 08:43 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 126	Secondary	Full-time (1.0)	07/17/2024 08:42 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 125	Secondary	Full-time (1.0)	07/17/2024 08:41 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		36
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.72

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 124	Secondary	Full-time (1.0)	07/17/2024 08:41 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 123	Secondary	Full-time (1.0)	07/17/2024 08:40 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		39
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.78

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 122	Secondary	Full-time (1.0)	07/17/2024 08:39 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 121	Secondary	Full-time (1.0)	07/17/2024 08:39 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		38
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.76

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 120	Secondary	Full-time (1.0)	07/17/2024 08:37 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 119	Secondary	Full-time (1.0)	07/17/2024 08:37 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 118	Secondary	Full-time (1.0)	07/17/2024 08:36 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 117	Secondary	Full-time (1.0)	07/17/2024 08:04 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.7

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 116	Secondary	Full-time (1.0)	07/24/2024 09:18 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 115	Secondary	Full-time (1.0)	07/24/2024 09:18 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 114	Secondary	Full-time (1.0)	07/24/2024 09:18 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load

Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 113	Secondary	Full-time (1.0)	07/24/2024 09:18 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		43
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.86

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 112	Secondary	Full-time (1.0)	07/24/2024 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		46
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 111	Secondary	Full-time (1.0)	07/24/2024 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 110	Secondary	Full-time (1.0)	07/24/2024 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 109	Secondary	Full-time (1.0)	07/24/2024 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 108	Secondary	Full-time (1.0)	07/24/2024 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		44
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 107	Secondary	Full-time (1.0)	07/24/2024 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		44
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 106	Secondary	Full-time (1.0)	07/24/2024 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		44
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 105	Secondary	Full-time (1.0)	07/24/2024 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		46
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 104	Secondary	Full-time (1.0)	07/24/2024 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 103	Secondary	Full-time (1.0)	07/24/2024 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		53
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.06

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 102	Secondary	Full-time (1.0)	07/24/2024 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		53
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.06

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 101	Secondary	Full-time (1.0)	07/24/2024 09:19 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		52
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.04

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 100	Secondary	Full-time (1.0)	07/24/2024 09:20 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		53
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.06

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 99	Secondary	Full-time (1.0)	07/24/2024 09:20 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		52
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.04

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 98	Secondary	Full-time (1.0)	07/24/2024 09:20 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		52
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.04

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 97	Secondary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		43
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.86

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 96	Secondary	Full-time (1.0)	07/16/2024 04:44 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		46
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 95	Secondary	Full-time (1.0)	07/16/2024 04:42 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		

Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		44
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 94	Secondary	Full-time (1.0)	07/16/2024 04:42 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 93	Secondary	Full-time (1.0)	07/16/2024 04:41 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		46

Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 92	Secondary	Full-time (1.0)	07/16/2024 04:41 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		45
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 91	Elementary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		52
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %

Caseload caps do not apply under 22 Pa. Code Ch. 711	1.04
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This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 90	Elementary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		51
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.02

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 89	Elementary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		51
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.02

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 88	Secondary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.17

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 87	Secondary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.33

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 86	Secondary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 85	Secondary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.17

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 84	Secondary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.58

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 83	Secondary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 82	Secondary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 81	Secondary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 80	Secondary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 79	Secondary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 78	Secondary	Full-time (1.0)	07/24/2024 09:21 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 77	Secondary	Full-time (1.0)	07/24/2024 09:22 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 76	Secondary	Full-time (1.0)	07/16/2024 04:30 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 75	Secondary	Full-time (1.0)	07/16/2024 04:30 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 74	Secondary	Full-time (1.0)	07/24/2024 09:22 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 73	Secondary	Full-time (1.0)	07/16/2024 04:29 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 72	Secondary	Full-time (1.0)	07/16/2024 04:28 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 71	Secondary	Full-time (1.0)	07/24/2024 09:22 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.08

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 70	Elementary	Full-time (1.0)	07/16/2024 04:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 69	Elementary	Full-time (1.0)	07/16/2024 04:25 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 68	Elementary	Full-time (1.0)	07/16/2024 04:25 PM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 67	Secondary	Full-time (1.0)	07/24/2024 09:22 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 66	Secondary	Full-time (1.0)	07/24/2024 09:23 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 65	Secondary	Full-time (1.0)	07/24/2024 09:23 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.87

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 64	Secondary	Full-time (1.0)	07/24/2024 09:23 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load

Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 63	Secondary	Full-time (1.0)	07/24/2024 09:23 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 62	Secondary	Full-time (1.0)	07/24/2024 09:23 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21

Age Range Justification	FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711	0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 61	Secondary	Full-time (1.0)	07/24/2024 10:28 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 60	Secondary	Full-time (1.0)	07/24/2024 10:28 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 59	Secondary	Full-time (1.0)	07/24/2024 10:28 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 58	Secondary	Full-time (1.0)	07/16/2024 11:57 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 57	Secondary	Full-time (1.0)	07/16/2024 11:57 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 56	Secondary	Full-time (1.0)	07/16/2024 11:56 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 55	Secondary	Full-time (1.0)	07/16/2024 11:56 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 54	Secondary	Full-time (1.0)	07/16/2024 11:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 53	Secondary	Full-time (1.0)	07/16/2024 11:54 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.93

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 52	Elementary	Full-time (1.0)	07/16/2024 11:53 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.83

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 51	Elementary	Full-time (1.0)	07/16/2024 11:53 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 50	Elementary	Full-time (1.0)	07/16/2024 11:52 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 49	Elementary	Full-time (1.0)	07/16/2024 11:51 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.92

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 48	Elementary	Full-time (1.0)	07/24/2024 10:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.17

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 47	Elementary	Full-time (1.0)	07/16/2024 11:50 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		

Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 46	Secondary	Full-time (1.0)	07/24/2024 10:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		59
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.91

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 45	Secondary	Full-time (1.0)	07/24/2024 10:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		57
Identify Classroom	Classroom Location	Age Range

School District	Secondary	11 to 14
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 44	Elementary	Full-time (1.0)	07/24/2024 10:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 43	Elementary	Full-time (1.0)	07/24/2024 10:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 42	Elementary	Full-time (1.0)	07/24/2024 10:29 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.77

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 41	Elementary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		46
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.71

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 40	Elementary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		46
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.71

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 39	Elementary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		48
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 38	Elementary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		42
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 37	Elementary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		52
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 36	Secondary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.38

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 35	Secondary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.38

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 34	Secondary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 21
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.38

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 33	Secondary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 32	Secondary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.38

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 31	Secondary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.5

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 30	Elementary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name		
Commonwealth Charter Academy CS		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.62

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 29	Elementary	Full-time (1.0)	07/24/2024 10:30 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
Caseload caps do not apply under 22 Pa. Code Ch. 711		1.62

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 28	Elementary	Full-time (1.0)	07/24/2024 10:34 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		

Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1.75

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 27	Elementary	Full-time (1.0)	07/24/2024 10:34 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1.75

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 26	Elementary	Full-time (1.0)	07/24/2024 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1.75

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 25	Elementary	Full-time (1.0)	07/24/2024 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1.75

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 24	Elementary	Full-time (1.0)	07/24/2024 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1.88

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 23	Elementary	Full-time (1.0)	07/24/2024 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1.88

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 22	Elementary	Full-time (1.0)	07/24/2024 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		25
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1.25

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 21	Elementary	Full-time (1.0)	07/24/2024 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1.3

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 20	Elementary	Full-time (1.0)	07/24/2024 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1.2

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 19	Elementary	Full-time (1.0)	07/24/2024 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		26
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1.3

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 18	Elementary	Full-time (1.0)	07/24/2024 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		21

Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1.05

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 17	Elementary	Full-time (1.0)	07/24/2024 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 16	Elementary	Full-time (1.0)	07/15/2024 08:35 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 15	Elementary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 14	Elementary	Full-time (1.0)	07/24/2024 10:33 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 13	Elementary	Full-time (1.0)	07/24/2024 10:32 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		22
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		1.1

This individual has exceeded 1FTE

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 12	Elementary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 11	Elementary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 10	Elementary	Full-time (1.0)	07/15/2024 08:31 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 9	Elementary	Full-time (1.0)	07/15/2024 08:31 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 8	Elementary	Full-time (1.0)	07/15/2024 08:30 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 7	Elementary	Full-time (1.0)	07/15/2024 08:29 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 6	Elementary	Full-time (1.0)	07/15/2024 08:29 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 5	Elementary	Full-time (1.0)	07/15/2024 08:28 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 4	Elementary	Full-time (1.0)	07/15/2024 08:27 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 3	Elementary	Full-time (1.0)	07/15/2024 08:27 PM

Building Name

Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		33
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.66

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 2	Elementary	Full-time (1.0)	07/15/2024 08:26 PM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		34
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.68

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
CCA 1	Elementary	Full-time (1.0)	07/24/2024 10:38 AM

Building Name		
Commonwealth Charter Academy CS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		35
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.7

Facilities and Agreements

Fixed assets acquired by the Charter School during the past fiscal year

Fixed Asset Description	Location	Capital Expenditure
Buildings & Land	Statewide and at CCA Family Service Centers	66,548,720.98
Furniture & Equipment	Statewide and at CCA Family Service Centers	8,605,112.38
LMS & Technology	Statewide and at CCA Family Service Centers	27,196,021.10

Facility Plans and Other Capital Needs

The Charter School's plan for future facility development and the rationale for the various components of the plan

Due to CCA's student growth since 2019, the school has purchased additional sites (Family Services Centers) across the Commonwealth to house teachers, school administrators, and other academic and nonacademic staff to support student learning needs.

Memorandum of Understanding

Organization	Purpose
Harrisburg Bureau of Police	Law Enforcement Model MOU
Cranberry Township Police Department	Law Enforcement Model MOU
Dickson City Police Department	Law Enforcement Model MOU
City of Erie Police Department	Law Enforcement Model MOU
East Whiteland Township Police Department	Law Enforcement Model MOU

Johnstown Police Department	Law Enforcement Model MOU
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Upload of Memorandum of Understanding Document(s)

Harrisburg Bureau of Police MOU Feb 2024.pdf

SIGNED Cranberry MOU-10.19.23.pdf

Dickson City MOU 2024_SIGNED.pdf

ERIE MOU 2024_SIGNED.pdf

MALVERN MOU 2024_SIGNED.pdf

JOHNSTOWN-MOU SIGNED 4.11.24.pdf

Articulation Agreements

Partnering Institution

Bucks County Community College

Agreement Type

Program/Course Area

Various course and program offerings

Upload Articulation Agreement

2024 Bucks_CCBC MOU Fully Executed.pdf

Partnering Institution

Central Penn College

Agreement Type

Program/Course Area

Various course and program offerings

Upload Articulation Agreement

220413 Central Penn MOU.pdf

Partnering Institution

Widener University

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

230809 Widener University.pdf

Partnering Institution

Community College of Beaver County

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

231115 CCA-CCBC MOU_2023.pdf

Partnering Institution

Harrisburg University of Science & Technology

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

240214 Harrisburg University and CCA MOU.pdf

Partnering Institution

Pennsylvania Highlands Community College

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

240410 Penn Highlands MOU.pdf

Partnering Institution

Pennsylvania College of Art & Design

Agreement Type

Program/Course Area

Various course and program offerings

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CCA PCAD_DE_MOU .pdf

Partnering Institution

Community College of Allegheny County

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

Community College of Allegheny County.pdf

Partnering Institution

Associated Builders and Contractors- Western PA

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

221104 CCA _ ABC WPA MOU 2022.pdf

Partnering Institution

Energy Coordinating Agency

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

220615 CCA ECA Signed MOU 062122.pdf

Partnering Institution

The Pennsylvania State University

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

230614 Penn State Dual Credit Agreement.pdf

Partnering Institution

Evolve Youth Trades Academy

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

220615 Evolve Youth Trades.pdf

Partnering Institution

Lehigh Carbon Community College

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

1700 Multi Site LCCC Concurrent Enrollment Agreement 7.1.24 to 6.30.27.pdf

Partnering Institution

Portage Learning/Geneva College

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

230809 Portage Learning-Geneva College (1).pdf

Partnering Institution

Noe' Noonan School of Cosmetology

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

230916 Noe Noonan School of Cosmetology.pdf

Partnering Institution

Elizabethtown College

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

230809 Elizabethtown College.pdf

Partnering Institution

Westmoreland County Community College

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

240214 Westmoreland County Community College.pdf

Partnering Institution

Harrisburg Area Community College

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

230809 HACC Agreement.pdf

Partnering Institution

Messiah University

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

240410 Messiah University.pdf

Partnering Institution

Naylor-Adams Aviation, Inc., Cargill Aeronautical

Agreement Type

Program/Course Area

Various course and program offerings

Upload Articulation Agreement

240515 Naylor-Adams Aviation Inc. Cargill Aeronautical.pdf

Partnering Institution

Wilson College

Agreement Type**Program/Course Area**

Various course and program offerings

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CCA-Wilson Partnership Agreement Signed 4.25.24.pdf

Partnering Institution

Cheyney University

Agreement Type**Program/Course Area**

Various course and program offerings

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Cheyney MOU.pdf

Partnering Institution

Fountain of Youth Academy of Cosmetology

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

240515 Fountain of Youth Academy of Cosmetology.pdf

Partnering Institution

University of Valley Forge

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

Valley Forge MOU.pdf

Partnering Institution

Centronia Ambulance Corps

Agreement Type

Program/Course Area

Various course and program offerings

Upload Articulation Agreement

220209 Cetronia Ambulance Corps & CCA Signed MOU 2022 1.pdf

Partnering Institution

Associated Builders and Contractors- Keystone Chapter

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

ABC and CCA 21.08.11 signed.pdf

Partnering Institution

Community College of Philadelphia

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

230809 Community College of Philadelphia.pdf

Partnering Institution

East Stroudsburg University

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

ESU_CCA MOU.8_17_23.pdf

Partnering Institution

Independent Electrical Contractors Pennsylvania

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

PA IEC MOU.pdf

Partnering Institution

Northampton Community College

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

Northampton CC_06252024.pdf

Partnering Institution

Penn College A-MP Pre-Apprenticeship

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

2020-21 AMP Program Pre-Apprentice agreement.pdf

Partnering Institution

Temple University

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

240612 Temple University.pdf

Partnering Institution

Johnson College

Agreement Type**Program/Course Area**

Various course and program offerings

Upload Articulation Agreement

Johnson College Fully Exe.pdf

Management Survey

Charter School Management Survey

Charter School Name

Commonwealth Charter Academy CS

Point of Contact Name

Thomas D. Longenecker

Point of Contact Telephone Number

717-710-3300

Extension

11165

Point of Contact Email

tlongenecker@ccaeducate.me

Management Organization Information

As of the start of the 2021/2022 school year, has the Charter School had a Management Organization (i.e., a separate legal entity that contracts with one or more charter schools to manage, operate, and oversee the schools OR that holds charters to operate two or more charter schools)?

No

Signatures and Affirmations

Upload Board Affirmation Statement

Board Affirmation Statement 7.29.24.pdf

Date of Approval

2024-07-29

Charter School Annual Report Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Thomas D. Longenecker

Charter School Law Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Thomas D. Longenecker

Ethics Act Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Thomas D. Longenecker

Charter School Annual Background Check Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Thomas D. Longenecker

Charter Annual Administrative Certification Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Thomas D. Longenecker

Charter School Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

Board President

Board President Signature for Charter Annual Report Affirmation can be found in the Uploaded Board Affirmation Statement.

Chief Executive Officer

Thomas D. Longenecker



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION

333 MARKET STREET
HARRISBURG, PA 17126-0333
www.pde.state.pa.us

August 11, 2011

Dr. Maurice Flurie, III
Chief Executive Officer
Commonwealth Connections
Academy Charter School
4050 Crums Mill Road
Suite 303
Harrisburg, PA 17112

RE: Commonwealth Connections Academy Charter School Renewal

Dear Dr. Flurie:

Thank you for your cooperation during the cyber charter renewal process. After reviewing the documents provided in your renewal application, the Department is pleased to award a 5-year renewal of Commonwealth Connections Academy Charter School.

Enclosed is a signed copy of your renewed Charter Agreement. This agreement will need to be renewed in 2016.

Best Regards,

A handwritten signature in blue ink, appearing to read "Marlene Kanuck".

Marlene Kanuck, BEA 2
Charter School Coordinator
Bureau of Teaching and Learning

Enclosure

DEPARTMENT OF EDUCATION

In Re: **Commonwealth Connections Academy Cyber Charter
Technical Assistance**

July 27, 2011

Technical Assistance Provided as a Result of the Review

1. **Commonwealth Connections is reminded that charter schools, including cyber charter schools, are not permitted to offer Pre-Kindergarten programs.** Commonwealth Connections states in its renewal application that it is exploring the possibility of offering a pre-Kindergarten program.
2. **The Commonwealth Connections is encouraged to develop a Student Retention Plan.** In its renewal application, Commonwealth Connections stated its concern about student retention and the impact that the lack of student retention has on its academic assessments.
3. **Commonwealth Connections should implement a Response to Intervention and Instruction (RTII) plan.** According to its renewal application, the enrollment of Commonwealth Connections is mostly transient; that is most students who come to Commonwealth Connections are at-risk and once they have been remediated, return to traditional brick and mortar schools. While a student attends the Commonwealth Connections Cyber Charter School, the student should have access to appropriate levels of interventions outlined in RTII.
4. **Commonwealth Connections is reminded of the requirement to submit professional education plans accurately and on time.** The renewal application stated that data analysis to increase student achievement would be the focus of the school's professional development program. Specifically, the application indicated that teachers would be trained in the use of formative assessments and data driven decision making, implementing specific instructional strategies, current curriculum specific topics and trends, utilizing state standards to guide instruction, educational technology and educational trends. The Department's review of the approved Professional Development Plan and comparison with Act 48 activity hours during the period 3/13/2008 to 12/2/2010 uploaded into the Department's Professional Education Management System (PERMS) found that Commonwealth Connections has adhered to its last Department-approved Professional Education Plan. However, the charter school is reminded that it is

necessary to submit its plans on time. The Professional Education Plan via the eStrategic Planning system was nearly six months late.

DEPARTMENT OF EDUCATION

In Re: Commonwealth Connections Academy Cyber Charter Cyber Charter School Renewal


July 27, 2011

Background

Amendments to the Charter School Law ("CSL"), 24 P.S. §§17-1701-A – 17-1751-A, that became effective July 1, 2002, include new Subchapter (c), which sets forth new provisions for the establishment and oversight of cyber charter schools. *See*, Act of June 29, 2002, No. 88, §14, adding 24 P.S. §§17-1741-A to 17-1751-A ("Act 88"). Pursuant to Act 88, the Department of Education (the "Department") has the authority and responsibility to renew or not renew the charter of a charter school that provides instruction through the Internet or other electronic means and was approved under section 1717-A or 1718-A of the CSL. 24 P.S. §1741-A (a)(2). The Department shall revoke or deny renewal of a charter under the provisions of section 1729-A. 24 P.S. §17-1741-A(a)(3). If the Department sends a notice of non-renewal to the cyber charter school, it must hold a public hearing concerning the non-renewal. 24 P.S. §17-1729-A(c).

Commonwealth Connections Academy (CCA) submitted a renewal application to continue operating as a cyber charter school.

Based on its review of CCA's renewal application, and subsequent information, the Department is renewing CCA's charter for a period of five (5) years.


Secretary of Education
Ronald J. Tomalis


Date



**Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING**

August 9, 2023 at 8:30 a.m.

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person and Virtually

I. Call to Order

Mr. Dyer, Board Chairman, called the meeting to order at 8:30 a.m. The following participants were present and able to hear each other.

II. Roll Call

Board Members Present: Lil Jackson, Jeffrey Piccola, Rob Barr, Marcus Hite, in person; Ralph Dyer, via video.

Guests In Person: Tom Longenecker, President and CEO; Roberto Datorre, Danielle Mariano, Natasha Shane, Tim Eller, Christy Sink, Sharon Pallotta, Deacon Eisenhart, Robert Schultz, Joanna Shelley, Nicole Smith, Ryan Baker, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel.

Guests Via Video: Michelle Orcutt, Dana Moreno, Faith Russo, School Staff

[Jeff Haste gave his proxy to Jeffrey Piccola].

III. Executive Session

The Board entered Executive Session at 8:30 a.m. Executive Session was held to discuss personnel matters, Special Education matters, and legal matters.

Executive Session ended at 9:02 a.m.

Public Session began at 9:11 a.m.

IV. Public Comment

There were no public comments.

V. Approval of Agenda – R. Dyer

Mr. Dyer asked if there were any changes to be made to the agenda that had been noticed. There being no items to discuss, a motion was made by Mr. Barr and seconded by Mr. Piccola as follows:

RESOLVED, that the agenda for the August 9, 2023, meeting of the Commonwealth Charter Academy Board of Trustees is hereby approved.

The motion passed unanimously.

VI. Approval of Consent Items – R. Dyer

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from June 14, 2023, Board meeting
- b. Approval of Board Payables
- c. Approval of Staffing Report
- d. Approval of proposals, agreements, and purchases
- e. Approval of Board Policies (Second Reading)

The motion passed unanimously.

VII. Approval of Action Item – R. Dyer

- a. Approval of proposals, agreements, and purchases

Mr. Longenecker and Mr. Datorre reviewed the proposals, agreements, and purchases with the Board. Discussion took place with Mr. Hite on leased properties through CCA. Mr. Longenecker informed Mr. Hite that CCA's long-term plan is to own facilities rather than lease. There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr as follows:

RESOLVED, the approval of the proposals, agreements, and purchases is hereby approved

The motion passed unanimously.

- b. Approval of Resolution Granting Signature, Purchasing, and Payment Authority to Upper-Level Administrators for Regular School Operations.

There being no further discussion, a motion was made by Mr. Hite and seconded by Ms. Jackson as follows:

RESOLVED, the approval of Resolution Granting Signature, Purchasing, and Payment Authority to Upper-Level Administrators for Regular School Operation is hereby approved.

The motion passed unanimously

VIII. Oral Reports

- a. Operations Report

The School Safety report was shared with the Board on July 27, 2023.

Mr. Datorre reported that CCA is entering into the 2023-24 school year fully staffed and he reviewed staffing ratios with the Board.

Ms. Sink reported a total CCA staff count of just over 2,000 and added that CCA has many teacher applicants in the pipeline.

Mr. Datorre reported CCA's current student enrollment is 21,423.

Ms. Mariano informed the Board that 244 CCA students graduated over the summer. She reported 86% of CCA's families intend to return to CCA for the 2023-24 school year. Mr. Longenecker informed the Board that enrollment data will be discussed during the September board workshop.

Mr. Datorre informed the Board that Phillips began sending curriculum materials to CCA families. He also reported that Comet's Tech Closet is open for students from kindergarten through twelfth grade. Students can personalize their tech equipment, which helps to build enthusiasm for school.

Mr. Datorre and Ms. Jackson discussed alternate pathways to graduation. Mr. Datorre informed the Board that 97% of CCA students earn an alternate pathway to graduation. He added that CCA will continue to promote dual partnerships.

Ms. Smith reviewed the Back-to-School schedule with the Board and invited Board Trustees to attend sessions.

Ms. Shane reviewed the Back-to-School Bashes schedule and plans to send the dates to Ms. Pallotta to share with the Board. She invited Board members to attend. Ms. Shane informed the Board that CCA launched the 2023-24 field trips. The CCA Fun Fests concluded last evening with the Harrisburg Senators baseball game. Ms. Shane reported that one of CCA's students had the opportunity to throw one of the first pitches in last night's game. Mr. Longenecker added that many families in Philadelphia had the opportunity to attend their first baseball game.

Ms. Shelley reported that CCA's course catalog contains over 400 courses. She added that CCA is continuing to move from licensed to proprietary courses. She informed the Board that kindergarten through pre-calculus math will have new math content this school year. She reported that CCA is launching new middle school electives and many new high school electives. Ms. Shelley informed the Board that SORA, CCA's digital library, is ready to launch and parents will have the ability to limit the content available to their student or opt out completely if desired.

Discussion took place between Mr. Datorre and Mr. Hite on cost of CCA courses. Mr. Datorre informed Mr. Hite that courses will be refreshed every five years. State standards and enrollment numbers may affect the rate at which courses need to be refreshed.

Mr. Eisenhart reported that the tech crew is working at the Cranberry Family Service Center and the suite in the Montage Family Service Center while also expanding the Harrisburg data center. He reported there are no scheduled edio feature releases between August 18 and October 6, 2023, in order to allow for a smooth beginning to the school year.

Mr. Eisenhart discussed the Bug Bounty program in which CCA students become part of the User Acceptance Testing (UAT) to detect problems within edio.

Mr. Eisenhart reported that a Help Desk will augment the Phillips team from August 21 through October 26 to help take pressure off of Phillips in the beginning of the school year.

b. Finance and Administration Report

Ms. Russo reviewed the Facilities report with the Board.

Mr. Baker reviewed the financial reports with the Board.

c. President and CEO Report

Mr. Eller updated the Board on HB 1422. He informed the Board that he and Mr. Longenecker had a productive meeting with Senator Camera Bartolotta. She is excited about the building that CCA will restore for the Monongahela Family Service Center.

Mr. Longenecker informed the Board that there are currently 688 members of the CCA Alumni Association, and 75 CCA alumni attended the CCA Family Fun Fests this year.

Mr. Longenecker informed the Board of the scheduled August 25 Board Briefing. Back-to-School topics will be discussed at this Board Briefing.

Mr. Longenecker reminded the Board of the upcoming September 15-16 Board retreat at the Capital Campus.

Mr. Longenecker informed the Board that Mr. Schultz is attending an awards ceremony today with Mr. Joe Page, CCA's Director of Special Projects. CCA will receive an Employer Award from the National Guard for being a Guard Friendly school.

Mr. Hite inquired if CCA plans to purchase additional Family Service Centers. Mr. Longenecker informed Mr. Hite that CCA is always looking for more opportunities to open Family Service Centers, as the Board's goal is to have a Family Service Center within 45 minutes of every family.

IX. Information Items

Mr. Dyer informed the Board of the focus of the September Board retreat.

X. Board Trustee Comments

There were no Board Trustee comments.

XI. Adjournment and Next Meeting Date September 16, 2023, at 8:30 AM

There being no further business or discussion, Mr. Dyer noted that the next Board meeting is scheduled for September 16, 2023, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 10:37 AM.

Approved on 9/16/2023
Lilia M Jackson

~~Faith Russo, Assistant Board Secretary~~
Lil Jackson, Board Secretary



**Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING**

September 16, 2023 at 8:30 a.m.

Held at the following location:

One Innovation Way
Harrisburg, PA 17110

Held In-Person

I. Call to Order

Mr. Dyer, Board Chairman, called the meeting to order at 8:30 a.m. The following participants were present and able to hear each other.

II. Roll Call

Board Members Present: Lil Jackson, Jeffrey Piccola, Rob Barr, Ralph Dyer, Jeff Haste

Guests In Person: Tom Longenecker, President and CEO; Roberto Datorre, Danielle Mariano, Natasha Shane, Tim Eller, Christy Sink, Sharon Pallotta, Robert Schultz, Joanna Shelley, Dana Moreno, Bryon Klingel, Stephanie McHugh, Andrea Azzalina, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel; John Walp, Compensation Consultant.

[Marcus Hite gave his proxy to Ralph Dyer].

III. Executive Session

The Board entered Executive Session at 8:30 a.m. Executive Session was held to discuss personnel matters, legal matters, marketing strategies, real estate matters, and Special Education matters.

The following Action Item resulted from Executive Session:

Action Item b. Approval of Resolution establishing the Purple Star Program within CCA.

Executive Session ended at 8:50 a.m.

Public Session began at 8:50 a.m.

IV. Public Comment

There were no public comments.

V. Approval of Agenda – R. Dyer

Mr. Dyer informed the Board that the following Action Item resulted from Executive Session.

Action Item b. Approval of Resolution establishing the Purple Star Program within CCA.

Mr. Dyer asked if there were any other changes to be made to the agenda that had been noticed. There being no further items to discuss, a motion was made by Mr. Barr and seconded by Mr. Haste as follows:

RESOLVED, that the agenda as amended for the September 16, 2023, meeting of the Commonwealth Charter Academy Board of Trustees is hereby approved.

The motion passed unanimously.

VI. Approval of Consent Items – R. Dyer

Mr. Dyer asked the Board if there were any items from the Consent Items that they wanted moved to Action Items for discussion or tabled. In reference to Consent Item f., Mr. Ryan Baker, Assistant Board Treasurer will be the designated authorized signer for the execution of the Orrstown Bank documents. There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from August 9, 2023, Board meeting
- b. Approval of Board Payables
- c. Approval of Staffing Report
- d. Approval of proposals, agreements, and purchases
- e. Approval of Resolution Granting Signature, Purchasing, and Payment Authority to Upper-Level Administrators for Regular School Operations
- f. Approval of modification to line of credit through Orrstown Bank

The motion passed unanimously.

VII. Approval of Action Item – R. Dyer

- a. Approval of proposals, agreements, and purchases
Mr. Longenecker and Mr. Datorre reviewed the proposals, agreements, and purchases with the Board. There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Haste as follows:

RESOLVED, the proposals, agreements, and purchases are hereby approved.
The motion passed unanimously.

b. Approval of Resolution establishing the Purple Star Program within CCA

There being no further discussion, a motion was made by Mr. Hite and seconded by Ms. Jackson as follows:

RESOLVED, the approval of the Resolution establishing the Purple Star Program within CCA is hereby approved.

The motion passed unanimously

VIII. Oral Reports

a. Operations Report

Mr. Datorre reported the following.

The all-staff Back-to-School event and the first learner day of the 2023-24 school year went very well.

CCA had over 23,000 learners for the first day of school.

The current student enrollment stands at 23,286 as of September 15, 2023.

Phillips did a great job sending out the curriculum and Comets Tech Closet is very popular with CCA families.

Staffing remains strong at all levels and CCA is continuing the referral bonus.

Cyclical Monitoring will take place for the Special Education department in the Spring and CCA is beginning now to gather the necessary materials.

Andrea Azzalina is enrolled in the Leadership Harrisburg Community Leadership Series Class, while Joanna Shelley is enrolled in the Executive Leadership Series class. Michelle Orcutt is enrolled in the Lehigh Valley Leadership Class.

Sam Johnson was awarded the 40 under 40 award.

The Family Services, Human Resources, and Mr. Datorre's report may be found in BoardEffect

b. Finance and Administration Report

Mr. Longenecker informed the Board that Mr. Baker will present the budget forecast for the 2023-24 in the near future.

c. President and CEO Report

Mr. Longenecker informed the Board that the Cranberry Family Service Center is now open. He updated the Board on other CCA facilities.

IX. Information Items

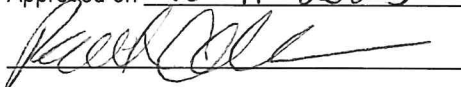
Mr. Dyer expressed appreciation that the CCA Alumni Association is up and running. He informed the Board that Mr. Haste and Mr. Schultz will travel to Lindsay Unified School District in October 2023.

X. Board Trustee Comments

There were no Board Trustee comments.

XI. Adjournment and Next Meeting Date October 11, 2023, at 8:30 AM

There being no further business or discussion, Mr. Dyer noted that the next Board meeting is scheduled for October 11, 2023, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 9:06 AM.

Approved on 10-11-2023


Faith Russo, Assistant Board Secretary



Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
October 11, 2023 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 Vice Chairman, called the meeting to order at 8:33 a.m. The following participants were present and able to hear each other.

II. Roll Call

Board Members Present: Lil Jackson, Jeffrey Piccola, Rob Barr, Jeff Haste,

Guests In Person: Tom Longenecker, President and CEO; Roberto Datorre, Danielle Mariano, Tim Eller, Christy Sink, Sharon Pallotta, Robert Schultz, Joanna Shelley, Bryon Klingel, Michelle Orcutt, Ryan Baker, Faith Russo, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel.

Guests Via Video: Natasha Shane, Luke Showers, School Staff.

[Mr. Dyer gave his proxy to Mr. Piccola. Mr. Hite gave his proxy to Mr. Haste].

III. Executive Session

The Board entered Executive Session at 8:33 a.m. Executive Session was held to discuss marketing updates, Special Education matters, real estate matters, and personnel matters.

Executive Session ended at 9:06 a.m.

Public Session began at 9:15 a.m.

IV. Public Comment

There were no public comments.

V. Approval of Agenda – J. Piccola

Mr. Piccola asked if there were any changes to be made to the agenda that had been noticed. There being no further items to discuss, a motion was made by Mr. Haste and seconded by Mr. Barr as follows:

RESOLVED, that the agenda for the October 11, 2023 meeting of the Commonwealth Charter Academy Board of Trustees is hereby approved.

The motion passed unanimously.

VI. Approval of Consent Items – J. Piccola

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from September 16, 2023, Board meeting
- b. Approval of Board Payables
- c. Approval of Staffing Report
- d. Approval of proposals, agreements, and purchases
- e. Approval of Board Policies (First Reading)

The motion passed unanimously.

VII. Approval of Action Item – J. Piccola

- a. Approval of proposals, agreements, and purchases

Mr. Datorre and Mr. Longenecker reviewed the proposals, agreements, and purchases with the Board. There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Haste as follows:

RESOLVED, the approval of the proposals, agreements, and purchases, is hereby approved

The motion passed unanimously.

- b. Approval of 2023-2024 school year Focused Performance Objectives

Mr. Piccola reminded the Board of the Focused Performance Objectives discussion during Executive Session.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Haste as follows:

RESOLVED, the 2023-2024 school year Focused Performance Objectives are hereby approved.

The motion passed unanimously

c. Approval of the 2023-2024 Staffing Roster as presented in Executive Session

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson as follows:

RESOLVED, the 2023-2024 Staffing Roster as presented in Executive Session is hereby approved.

The motion passed unanimously.

VIII. Oral Reports

a. Operations Report

Mr. Datorre reported that the iReady diagnostic testing window is open from September 19th through the 25th and data chats have begun with students and caretakers to discuss the results. He informed the Board that CCA is continuing professional development for staff with a concentration on variant training for all teachers.

Mr. Datorre informed the Board that October 23rd through October 27th is Spirit Week.

Mr. Datorre informed the Board that seven Family Service Centers throughout the state will hold a ninth grade Commitment Day. He also informed the Board that a Career Readiness expo will be held on October 20th at the Capital Campus and several more will be held at other Family Service Centers throughout the state.

Mr. Datorre reported that forty learners have signed up for co-op experiences and the CCA Works program continues to flourish while putting learners on paths to earn degrees.

Mr. Datorre informed the Board that Fall Picture Days are scheduled for November and December along with health screenings and the SMILES program. CPR training will be held at two Family Service Centers for CCA families.

Ms. Shelley reported that SORA, the school library currently offers 10,200 books and continues to grow. She reported that Heather Hershey submitted

Ms. Shelley informed the Board that 2024-25 school year course building is underway and the team meets bi-weekly with the Phillips regarding curriculum.

Ms. Shelley reported the 2024-25 course catalog is ready for review by the administrative team.

Ms. Shelley informed the Board that CCA was awarded the Outstanding Visual Arts Community recognition by the Pennsylvania Art Education Association. CCA was the only 100% Cyber School to win this year.

Ms. Orcutt reported that the Special Education enrollment is currently 7,147. She informed the Board that the Special Education department continues to recruit teachers. She reported there are currently 16 learners in the Project Grow and 24 learners in Project Robot. Ms. Orcutt informed the Board that several colleges are presenting today to families of Special Education students to discuss earning degrees.

Mr. Datorre reported CCA's current enrollment is 24,041. Ms. Mariano informed the Board that the applicant pool remains strong. She informed the Board that CCA fulfilled the first request from the Auditor General's team.

Ms. Sink reported CCA's current staff count is 1,915. She informed the Board that employee referrals remain high. Ms. Sink informed the Board that the first of several Information Sessions will take place on October 25th.

Mr. Datorre thanked CCA for its support during the American Heart Association's Heart Walk. He informed the Board that CCA was well-represented and thanked Lori Renne for bringing the Heart Walk to his attention.

b. Finance and Administration Report

Ms. Russo reviewed the Facilities Report with the Board. Mr. Baker reviewed the Financial Reports with the Board.

c. President and CEO Report

Mr. Klingel reported that September was a month to learn about edio's areas of needed improvement. He informed the Board that the Malvern data center will be online soon. Mr. Klingel reported CCA is working with families on the display of grades and taking into account the caretakers' preference on how they want grades displayed.

Ms. Shane reported a Back to School Bash attendance of 2,570. She reported that field trips launched October 3rd with 891 field trips planned for families this school year. Ms. Shane mentioned the Family Service Department is collaborating with several CCA other departments on events such as 9th Grade Commitment Day, the Young Artist Workshop, and Middle School honors trips.

Ms. Shane informed the Board that CCA is providing more support for military families with field trips, Coffee Talks, a Military Family Facebook Group, and a dedicated team of military affiliated Family Mentors.

Ms. Shane informed the Board that picture days will begin on October 16 and seniors will have an opportunity to have a photo with their cap and gown.

Mr. Longenecker informed the Board that he will meet with Senator Argall on October 24th and he will meet with an architect from Johnson College along with the CCA Facilities Team on October 20th to discuss the design for CCA's TradeWorks.

Mr. Longenecker reported that the Department of Agriculture contacted CCA and asked if CCA would host a Delegation from Hungary, Poland, Slovakia and the Czech Republic. The Delegation will tour AgWorks at CCA on November 8, 2023.

Mr. Longenecker reported that the CCA school store just closed with 15,704 items purchased.

Mr. Longenecker congratulated Sam Johnson, Director of Aquaponic Programs for her 40 Under 40 award for her work in the AgWorks lab.

Mr. Longenecker informed the Board that Stephanie McHugh, Vice Provost for K-12 Career Readiness and Ana Meyers, Regional Vice President presented at the Pennsylvania Coalition of Public Charter Schools (PCPCS) conference.

Mr. Longenecker informed the Board that the Malliard family was recognized by the PCPCS as part of the 2023 Legacy Awards as Legacy Parents for their support and active involvement in their children's charter school education.

Mr. Longenecker informed the Board that CCA won Best Places to Work for the second year in a row.

Mr. Longenecker announced to the Board that he was selected by City & State as one of Pennsylvania's 50 Over 50. The celebration event will take place on Tuesday, November 28 in Conshohocken, PA.

IX. Information Items

There were no Information Items.

X. Board Trustee Comments

There were no Board Trustee Comments.

XI. Adjournment and Next Meeting Date November 15, 2023, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for November 15, 2023, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 10:09 AM.

Approved on 11/15/2023

Lilia M Jackson

Lilia Jackson, Secretary



**Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING**

November 15, 2023 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. Dyer, Board Chairman, called the meeting to order at 8:31 a.m. The following participants were present and able to hear each other.

II. Roll Call

Board Members Present: Ralph Dyer, Lil Jackson, Jeffrey Piccola, Rob Barr, Jeff Haste, Marcus Hite

Guests In Person: Tom Longenecker, President and CEO; Roberto Datorre, Rob Schultz, Sharon Pallotta, Bryon Klingel, Tim Eller, Natasha Shane, Michelle Orcutt, Joanna Shelley, Danielle Mariano, Christy Sink, Nicole Smith, Chris Yerkes, Andrea Azzalina, Ryan Baker, Faith Russo, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel.

Guests Via Video: Stephanie McHugh, Dana Moreno, School Staff.

III. Executive Session

The Board entered Executive Session at 8:31 a.m. Executive Session was held to discuss Special Education matters, proprietary marketing updates, legal matters, and potential property matters.

The following Action Items resulted from Executive Session:

Action Item c. Approval of the additional staff, family mentor, and contractor payment as discussed in Executive Session.

Action Item d. Approval of the Board Resolution presented in Executive Session.

Executive Session ended at 9:28 a.m.

Public Session began at 9:33 a.m.

IV. Public Comment

There were no public comments.

V. Approval of Agenda – R. Dyer

Mr. Dyer informed the Board of the addition of the following Action Items to the agenda:

Action Item c. Approval of the additional staff, family mentor, and contractor payment as discussed in Executive Session.

Action Item d. Approval of the Board Resolution presented in Executive Session.

Mr. Dyer asked if there were any changes to be made to the agenda that had been noticed. There being no further items to discuss, a motion was made by Mr. Haste and seconded by Mr. Piccola as follows:

RESOLVED, that the agenda for the November 15, 2023, meeting of the Commonwealth Charter Academy Board of Trustees as amended is hereby approved.

The motion passed unanimously.

VI. Approval of Consent Items – R. Dyer

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

RESOLVED, the Consent Items:

- a. Approval of Minutes from October 11, 2023, Board meeting
- b. Approval of Board Payables
- c. Approval of Staffing Report
- d. Approval of proposals, agreements, and purchases
- e. Approval of Board Policies (Second Reading)

The motion passed unanimously.

VII. Approval of Action Items – R. Dyer

- a. Approval of proposals, agreements, and purchases

Mr. Datorre and Mr. Longenecker reviewed the proposals, agreements, and purchases with the Board. There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Piccola as follows:

RESOLVED, the approval of the proposals, agreements, and purchases, is hereby approved

The motion passed unanimously.

b. Approve the Resolution to purchase property as discussed in Executive Session

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Hite as follows:

RESOLVED, the Resolution to purchase property as discussed in Executive Session is hereby approved.

The motion passed unanimously

c. Approval of the additional staff, family mentor, and contractor payment as discussed in Executive Session.

There being no further discussion, a motion was made by Mr. Haste and seconded by Mr. Hite as follows:

RESOLVED, the additional staff, family mentor, and contractor payment as discussed in Executive Session is hereby approved.

The motion passed unanimously.

d. Approval of the Board Resolution presented in Executive Session

There being no further discussion, a motion was made by Mr. Piccola and seconded by Ms. Jackson as follows:

RESOLVED, the Board Resolution presented in Executive Session is hereby approved.

The motion passed unanimously.

VIII. Oral Reports

a. Operations Report

Mr. Schultz reported the following:

- The Fall iReady diagnostic testing window closed on October 25th and the testing went well. Teachers and administrators will continue to review the data with students and families. Mr. Piccola asked for the participation rate of the Fall iReady testing. Ms. Moreno reviewed the iReady participation rate with Mr. Piccola.

- CCA held 9th Grade Commitment days at seven Family Service Centers throughout the state on October 13th. There were 412 participants and 188 of the participants were CCA 9th grade students.
- CCA's English Learner population continues to grow. There are 758 EL students enrolled in CCA.
- CCA recognized 285 students who were inducted into the National Honors Societies on November 6.
- Mr. Schultz and Joe Page, CCA's Director of Special Projects, spoke to the Pennsylvania National Guard Associations about CCA.
- Mr. Schultz thanked the Board and the administration for supporting his trip to the Lindsay Unified School District in Lindsay, California.

Ms. Shelley reported the following:

- A common-kit list was delivered to Phillips on October 25th and a course-specific kit list will be sent to Phillips by December 1st. These lists will help to reduce the duplication of items in curriculum kits.
- The 2024-2025 course catalog revisions and updates are underway.
- A new decodable practice book series for CCA EL learners was illustrated by a CCA staff member and Ryco Inc.
- CCA will have a new ELA program for grades K-8 in 2024-2025.
- CCA's digital library, Sora is well-used, with just over 16,000 check-outs since its launch at the start of this school year.

Mr. Datorre reported the following:

- The Career Readiness staff held a Career Expo at Capital Campus on October 20. CCA hosted 45 career, post-secondary, and military partners for this event. Over 250 individuals attended the Career Expo, including almost 150 students. This continues to be a successful event and a way for CCA to connect our families with post-secondary career and higher learning opportunities. A Career Expo will be offered at the Waterfront Family Service Center on November 14, a virtual Career Expo will be offered in February, and an in-person Career Expo will be offered in April at the Malvern Family Service Center. Roberto added that CCA's Work Ready Wednesdays continue to be a success.
- Mr. Datorre reviewed the dual enrollment, co-op, and internship programs enrollment numbers with the Board. The graduation programs for Students in Credentialing, Pre-

Apprenticeships, and other similar programs will be live-streamed and in person. Ms. Pallotta will share the dates with the Board.

- The Bug Bounty program is going well. Mr. Datorre reported that a Dell Executive will sponsor a scholarship. He added that the Bots IQ team is working on the schematic design for the Bots.
- Seventeen students completed CCA's new Pregnant & Parenting courses in quarter one. Twenty students are signed up for quarter two. Mr. Datorre also reported that CCA currently serves 385 homeless students.
- Ms. Jackson asked Mr. Datorre to provide an example of something CCA does for the homeless. Mr. Datorre informed Ms. Jackson that CCA provides hot spots to homeless families, and CCA works with the state to provide additional services. Mr. Hite inquired how CCA helps families who may experience a family catastrophe. Mr. Datorre informed Mr. Hite that CCA's Social Workers and the Division of Student Services build connections within the community to assist families.

Ms. Shane reported the following:

- A record number of 4,480 learners attended Fall Picture Days.
- Family Mentors continue to have face-to-face mentor support sessions and home visits.
- There have been almost 33,000 field trip registrations this year.

Mr. Klingel updated the Board on the AI initiative. His team is working with leadership to recommend a Proof of Concept with a vendor in Pittsburgh, PA.

Mr. Klingel informed the Board that CCA is in the final stages of testing for edio multi-tenancy.

Mr. Datorre reported CCA's enrollment as of yesterday was 25,115.

Ms. Mariano reviewed the enrollment for Elementary, Middle, and High School with the Board. She reported that the applicant pool remains strong.

Mr. Piccola inquired if the demographics of CCA's population are changing.

Mr. Longenecker informed Mr. Piccola that the poverty rate of CCA's populations is increasing again.

Ms. Sink informed the Board that CCA held its first information session in October. She reported the information sessions are still well-attended and the sessions are continually fine-tuned.

Ms. Sink reported a staff count of 1,953. She reviewed the student-teacher ratios with the Board.

Ms. Orcutt informed the Board that the Pennsylvania Department of Education, Bureau of Special Education will conduct a cyclical monitoring during the 2023-2024 school year. CCA has begun preparing for this visit from PDE. She reported that the December 1 Child Count is a one-time opportunity to submit for federal funds. Mr. Piccola asked for a summary of the final cyclical monitoring report.

Ms. Mariano informed the Board that CCA received a second request from the Auditor General. Mr. Longenecker explained the second request to the Board.

Ms. Mariano informed the Board that the ESSER review went well and CCA had no findings which demonstrates that CCA used the ESSER money appropriately.

Mr. Datorre added that CCA hosted the Leadership Harrisburg Area's Community Leadership Series, Education Session on November 3 at the Capital Campus. He informed the Board that Ms. Azzalina is in the Community Leadership Harrisburg Area class. Ms. Shelley and Ms. Smith will join next year's Executive Leadership Harrisburg Area class.

b. Finance and Administration Report

Ms. Russo reviewed the Facilities Report with the Board and discussed the state audit. She informed the Board that the second round of ESSER monitoring finished yesterday and CCA may have one last monitoring.

Ms. Russo and Mr. Baker reviewed the Financial Reports with the Board.

c. President and CEO Report

Mr. Longenecker reported the following:

- The visit from the four foreign European Countries to the AgWorks lab went very well.
- Mr. Longenecker met with Senators Argall and D'Orsie and Representatives Bradford and Topper.
- Sam Johnson was recognized on October 18 as one of Central Pennsylvania Magazine's 40 Under 40.
- Mr. Longenecker will be recognized on November 28 as one of Pennsylvania's 50 Over 50.
- CCA will be recognized as a Purple Star School at a ceremony on December 11.
- CCA received the Best Places to Work for the second year and the celebration is on December 7.
- Mr. Longenecker will be recognized as a 2023 Smart 50 award honoree.

IX. Information Items


Mr. Dyer thanked the CCA administration for their great work. He challenged CCA to continue to do the right thing.

X. Board Trustee Comments

There were no Board Trustee Comments.

XI. Adjournment and Next Meeting Date January 10, 2024, at 8:30 AM

There being no further business or discussion, Mr. Dyer noted that the next Board meeting is scheduled for January 10, 2024, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:33 AM.

Approved on January 10, 2024


Faith Russo, Assistant Board Secretary



**Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES SPECIAL BOARD MEETING**

December 1, 2023, at 8:00 AM

Held at the following location:

Held Virtually Via Zoom Video Conference

I. Call to Order

Mr. Dyer, Board Chairman, called the meeting to order at 8:06 a.m. when all participants were present and able to hear each other.

II. Roll Call

Board Members Present Via Video: Ralph Dyer, Lil Jackson, Jeffrey Piccola, Rob Barr, Jeff Haste, Marcus Hite,

Guests Present Via Video: Tom Longenecker, President and CEO; Roberto Datorre, Christy Sink, Sharon Pallotta, Rob Schultz, School Staff

Guests Present Via Telephone: Phil Murren, Katherine Fitz-Patrick, Board Counsel

III. Executive Session

The Board entered Executive Session at 8:06 a.m. Executive Session was held to discuss personnel matters.

Executive Session ended at 8:25 a.m.

Public Session began at 8:25 a.m.

IV. Public Comment

There were no public comments.

V. Approval of Agenda – R. Dyer

Mr. Dyer, Board Chairman asked if there were any changes to be made to the agenda that had been noticed. There being no further items to discuss, a motion was made by Ms. Jackson and seconded by Mr. Barr as follows:

RESOLVED, that the agenda for the December 1, 2023 Special Board Meeting of the Commonwealth Charter Academy Board of Trustees is hereby approved.

The motion passed unanimously.

VI. Approval of Action Items – R. Dyer

a. Approval of Staffing Report

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Haste as follows:

RESOLVED, the Staffing Report is hereby approved.


The motion passed unanimously.

VII. Board Member Comments

Ms. Jackson expressed thanks to the administration for selecting a quality candidate.

VIII. Adjournment and Next Meeting Date January 10, 2024, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for January 10, 2024, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 8:33 AM.

Approved on January 10, 2024


Faith Russo, Assistant Secretary



Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
January 10, 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 Vice Chairman, called the meeting to order at 8:36 a.m. when all participants were present and able to hear each other.

II. Roll Call

Board Members Present: Lil Jackson, Jeffrey Piccola, Marcus Hite (In Person)
Jeff Haste, Rob Barr (Via Video)

Guests Present: Tom Longenecker, President and CEO; Roberto Datorre, Rob Schultz, Sharon Pallotta, Bryon Klingel, Tim Eller, Natasha Shane, Joanna Shelley, Danielle Mariano, Christy Sink, Ryan Baker, Faith Russo, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel; Ashley Sabitsky.

III. Executive Session

The Board entered Executive Session at 8:36 a.m. Executive Session was held to discuss Special Education matters, legal matters, marketing updates, personnel matters, and property discussions.

The following Action Items resulted from Executive Session:

Action Item d. Approval to authorize President and CEO and Board Counsel to settle matters related to reconciliation as discussed in Executive Session

Action Item e. Approval of the Board Resolution honoring former Board Chairman, Ralph Dyer

Executive Session ended at 9:49 a.m.

Public Session began at 9:54 a.m.

IV. Public Comment

There were no public comments made at this time.

V. Approval of Agenda

Mr. Piccola, Board Vice Chairman informed the Board of the addition of the following Action Items to the agenda.

Action Item d. Approval to authorize President and CEO and Board Counsel to settle matters related to reconciliation as discussed in Executive Session

Action Item e. Approval of the Board Resolution honoring former Board Chairman, Ralph Dyer

Mr. Piccola informed the Board of the vacancy on the Board due to Mr. Ralph Dyer's untimely passing, and he asked for a motion to amend the agenda to hold a special reorganization meeting.

There being no further discussion, a motion was made by Mr. Haste and seconded by Mr. Hite to amend the January 10, 2024, board meeting agenda to hold a special reorganization meeting.

RESOLVED, the motion to amend the January 10, 2024, board meeting agenda to hold a special reorganization meeting is hereby approved.

The motion passed unanimously.

Mr. Piccola asked 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 Ms. Jackson as follows:

RESOLVED, that the agenda for the January 10, 2024, meeting of the Commonwealth Charter Academy Board of Trustees as amended is hereby approved.

The motion passed unanimously.

VI. Special Board Reorganization Meeting

Mr. Piccola relinquished his role to Mr. Murren, Board Counsel.

a. Appointment of Board Chairman

Nominations were open for the position of Board Chairman. Mr. Piccola was nominated as Board Chairman and he confirmed his willingness to serve in this capacity until the June 2024 reorganization meeting. There being no further discussion, a motion was made by Mr. Hite and seconded by Ms. Jackson as follows:

RESOLVED, that the appointment of Mr. Piccola as Board Chairman until the June 2024 reorganization meeting is hereby approved.

The motion passed unanimously.

Mr. Murren turned the meeting over to Board Chairman, Mr. Piccola.

b. Appointment of Board Vice Chairman

Nominations were open for the position of Board Vice Chairman. Mr. Haste was nominated as Board Vice Chairman and he confirmed his willingness to serve in this capacity until the June 2024 reorganization meeting. There being no further discussion, a motion was made by Mr. Hite and seconded by Ms. Jackson as follows:

RESOLVED, the appointment of Mr. Haste as Board Vice Chairman until the June 2024 reorganization meeting is hereby approved.

The motion passed unanimously.

VII. 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 Ms. Jackson and seconded by Mr. Hite as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from November 15, 2023 Board meeting
- b. Approval of Minutes from December 1, 2023 Board meeting
- c. Approval of Board Payables
- d. Approval of Staffing Report
- e. Approval of Board Policies (First Reading)
- f. Approval of proposals, agreements, and purchases

The motion passed unanimously.

VIII. Approval of Action Items – J. Piccola

- a. Approval of proposals, agreements, and purchases

Mr. Longenecker and Mr. Datorre reviewed the proposals, agreements, and purchases with the Board.

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson as follows:

RESOLVED, the proposals, agreements, and purchases are hereby approved.

The motion passed unanimously.

b. Approval of the 2024-2025 Course Catalog

Mr. Datorre informed the Board that the revisions and updates to the course catalog are listed. The full catalog will be available for review within the next few weeks and Board Trustees may request a copy. The course catalog will be accessible on the CCA website as well.

Mr. Hite inquired how many CCA courses are outsourced. Ms. Shelley informed Mr. Hite that CCA partners with vendors for fewer than one dozen courses. Mr. Hite inquired if CCA notes if courses are revised or new. Mr. Datorre informed Mr. Hite that the Learning Department is working with the marketing department to identify courses that are revised or new.

Mr. Longenecker added that CCA is creating course maps for students entering high school which highlight the student's career interests.

Discussion took place on hands-on curricula such as Driver's Education. Mr. Longenecker stated that CCA encourages students/families to partner with local providers and use the Community Class Reimbursement support offered through CCA.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Hite as follows:

RESOLVED, the 2024-2025 Course Catalog is hereby approved.

The motion passed unanimously.

c. Approval of CCA 2024-2025 School Calendar and Twelve-Month Employee Holiday

Mr. Datorre reviewed the 2024-2025 School Calendar and the Twelve-Month Employee Holiday calendars with the Board. There being no further discussion, a motion was made by Mr. Haste and seconded by Mr. Hite as follows:

RESOLVED, the CCA 2024-2025 School Calendar and Twelve-Month Employee Holiday Calendar are hereby approved.

The motion passed unanimously.

d. Approval to authorize President and CEO and Board Counsel to settle matters related to reconciliation as discussed in Executive Session

There being no further discussion, a motion was made by Mr. Haste and seconded by Ms. Jackson as follows:

RESOLVED, the motion to authorize President and CEO and Board Counsel to settle matters related to reconciliation as discussed in Executive Session is hereby approved.

The motion passed unanimously.

e. Approval of the Board Resolution honoring former Board Chairman, Ralph Dyer

Ms. Jackson, Mr. Haste, Mr. Barr, Mr. Hite, and Mr. Piccola offered remarks honoring Ralph Dyer's commitment to students and families and doing the right thing for the right reason. The Board expressed confidence in moving forward and committed to carrying on Ralph's legacy.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Hite to approve the Board Resolution honoring former Board Chairman, Ralph Dyer.

A roll call vote was conducted. The Board Resolution honoring former Board Chairman, Ralph Dyer passed with 5 votes in favor: Ms. Jackson, Mr. Haste, Mr. Barr, Mr. Hite, and Mr. Piccola.

IX. Oral Reports

a. Operations Report

Mr. Datorre reported the following:

- The IReady benchmark testing window is open.
- The Sora library continues to prove an excellent resource to students and staff.
- The new math program launch is going well and CCA is adding family math nights.
- CCA is preparing for the new ELA launch for 2024-2025.
- The EL program has grown by 28% since the beginning of the 2023-24 school year.
- The Special Education department is preparing for the Cyclical Monitoring in the Spring of 2024.
- CCA anticipates an enrollment of 8000 Special Education students by the end of this week.
- The Career Readiness partnership program enrollment is strong.
- Some CCA students presented on the main stage at the Farm Show.
- One of CCA's students was featured in the Gettysburg Times.

Mr. Piccola inquired about the IEP meeting process. Mr. Datorre explained the IEP meeting process to Mr. Piccola.

Ms Mariano reviewed current CCA student enrollment numbers with the Board. She reported that the current total student enrollment is 26,411, and CCA has enrolled 500 students since January 1, 2024. She informed the Board that her team met with the Auditor General before the holidays but they have not heard from the Auditor General since meeting.

Mr. Longenecker added that CCA has enrolled 10,420 new students since the beginning of the 2023-2024 school year. Mr. Hite inquired where CCA ranks in terms of number of students. Mr. Longenecker informed Mr. Hite that CCA is the second-largest public school in Pennsylvania.

Ms. Sink informed the Board that CCA hosted a successful information session in November and will host a virtual information session on January 24. Ms. Sink reviewed the CCA staff counts and student ratios with the Board and reported a total staff count of 2,047.

Ms. Shane reported the following:

- 29,000 families attended field trips so far this school year.
- CCA Family Mentors currently support 9848 CCA families.
- 7501 families attended voluntary Great Start Orientation sessions so far this school year.

Mr. Klingel reported that an electrical study is taking place at the Capital Campus. He also reported the I.T. team is looking forward to the Harrisburg 25th Street location. Mr. Piccola inquired if the CCA I.T. team will occupy the whole building. Mr. Longenecker informed the Board that DeVops and the Digital Media Works will be located in the building. Mr. Klingel informed the Board that his team will work on the yearly security audit next month.

Ms. Jackson inquired how the Bug Bounty program is progressing. Mr. Klingel informed Ms. Jackson that the program is progressing well and that students will be asked to test a new feature.

b. Finance and Administration Report

Ms. Russo reviewed the Facilities Report with the Board. She informed the Board that CCA closed on the Harrisburg Data Center yesterday and that the Erie Family Service Center opened on January 8.

Ms. Russo and Mr. Baker reviewed the financial reports with the Board.

c. President and CEO Report

Mr. Longenecker reported the following:

- CCA will work on hiring staff and scheduling field trips and activities for the newly opened Erie Family Service Center.
- Ms. Jackson and CCA staff members attended the December 7, 2023, Best Places to Work ceremony. He reported that the award CCA received is a testament to the school and the Board for creating a climate where CCA cares about the staff and families.
- CCA was recognized as a Purple Star School at a ceremony on December 11, 2023.
- Ms. Jackson, Mr. Hite, Mr. Piccola, and several CCA staff members attended the 2024 PA Chamber Dinner, which provided a great networking opportunity.
- The Auditor General will be invited to the February 9, 2024, scheduled Board Briefing
- The audit will be brought to the CCA Board of Trustees to vote and accept at the February 14, 2024 Board meeting.
- An update on the Girl Scouts partnership will be presented at the January 26, 2024, Board Briefing

Mr. Eller reported that the school funding report will be released on January 11, 2024. He also reported the Governor's address will take place on February 14, 2024.

Mr. Longenecker reiterated that Ralph Dyer was the champion of the underserved, and Ralph stood firm in his belief that the purpose of education is to produce socially responsible, productive citizens. Mr. Longenecker noted that CCA will keep this focus.

X. Information Items

Mr. Piccola appointed Mr. Barr as Special Compensation Chair.

Mr. Piccola thanked the Board for the opportunity to serve as Board Chairman.

XI. Board Trustee Comments

There were no Board Trustee comments.

XII. Adjournment and Next Meeting Date February 14, 2024, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for February 14, 2024, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:30 AM.

Approved on February 14, 2024

A handwritten signature in black ink, appearing to read "Faith Russo", is written over a horizontal line.

Faith Russo, Assistant Secretary



Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
February 14, 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 8:31 a.m. when all participants were present and able to hear each other.

II. Roll Call

Board Members Present: Lil Jackson, Jeffrey Piccola, Marcus Hite, Rob Barr (In Person)
Jeff Haste (Via Video)

Guests Present: Tom Longenecker, President and CEO; Roberto Datorre, Rob Schultz, Sharon Pallotta, Deacon Eisenhart, Tim Eller, Danielle Mariano, Ryan Baker, Faith Russo, Natasha Shane, Christy Sink, Michelle Orcutt, Nicole Smith, Andrea Azzalina, Joanna Shelley, Norman Miller, School Staff; Katherine Fitz-Patrick, Phil Murren, Board Counsel; Zachary Miller, Mario Cimini.

III. Executive Session

The Board entered Executive Session at 8:31 a.m. Executive Session was held to discuss personnel matters, legal matters, proprietary matters, Special Education matters, and property discussions.

The following Action Items resulted from Executive Session:

Action Item e. Approval of the appointment of Mr. Joseph Curcillo to become a member of the CCA Board of Trustees for the term of February 15, 2024, through June 30, 2024.

Action Item f. Approval to authorize Board Counsel to pursue further action on Right to Know matters as discussed in Executive Session.

g. Approval of the 2024-25 Outreach plan as discussed in Executive Session.

Executive Session ended at 11:08 a.m.

Public Session began at 11:18 a.m.

IV. Public Comment

There were no public comments made at this time.

V. Approval of Agenda

Mr. Piccola, Board Chairman asked for a motion to amend the February 14, 2024 Board meeting agenda. There being no further discussion a motion was made by Mr. Barr and seconded by Ms. Jackson to amend the February 14, 2024, Board meeting agenda.

RESOLVED, the motion to amend the February 14, 2024, Board meeting agenda is hereby approved.

The motion passed unanimously.

Mr. Piccola informed the Board of the following Action Items to be added to the agenda which resulted from Executive Session.

Action Item e. Approval of the appointment of Mr. Joseph Curcillo to become a member of the CCA Board of Trustees for the term of February 15, 2024, through June 30, 2024.

Action Item f. Approval to authorize Board Counsel to pursue further action on Right to Know matters as discussed in Executive Session.

Action Item g. Approval of the 2024-25 Outreach plan as discussed in Executive Session.

Mr. Piccola asked 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. Hite and seconded by Mr. Haste as follows:

RESOLVED, that the agenda for the February 14, 2024, meeting of the Commonwealth Charter Academy Board of Trustees as amended is hereby approved.

The motion passed unanimously.

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 Ms. Jackson and seconded by Mr. Haste as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from January 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

The motion passed unanimously.

VII. Approval of Action Items – J. Piccola

a. Approval of proposals, agreements, and purchases

Mr. Longenecker and Mr. Datorre reviewed the proposals, agreements, and purchases with the Board.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr as follows:

RESOLVED, the proposals, agreements, and purchases are hereby approved.

The motion passed unanimously.

b. Approval of the CCA board meeting calendar for 2024-25 school year

Mr. Longenecker informed the Board that the 2024-25 CCA board meeting calendar follows the same pattern as previous school years.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr as follows:

RESOLVED, the CCA board meeting calendar for 2024-25 school year is hereby approved.

The motion passed unanimously.

c. Acceptance of 2022-23 audited financial statements

Mr. Longenecker informed the Board that Herbein and Company performed the audit which resulted in no findings. He informed the Board that this is referred to as a clean audit and he recommends the audit be accepted by the Board.

There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Haste as follows:

RESOLVED, the 2022-23 audited financial statements are hereby accepted.

The motion passed unanimously.

- d. Approve the Resolution to purchase property as discussed in Executive Session.

The Board of Trustees of Commonwealth Charter Academy Charter School (CCA) hereby resolves that its Chief Executive Officer, Board Chairman, School Counsel, and his designees are hereby authorized to execute all documents required for settlement and the purchase of title insurance on the properties located in Sandy Township (DuBois), West Manchester Township (York), East Hempfield Township (Lancaster), Upper Macungie (Allentown), East Buffalo Township (Lewisburg), and Johnstown.

I hereby certify that the above Resolution was adopted the 14th day of February, 2024.

There being no further discussion, a motion was made by Mr. Haste and seconded by Ms. Jackson to approve the Resolution to purchase property as discussed in Executive Session.

The motion passed unanimously.

- e. Approval of the appointment of Mr. Joseph Curcillo to become a member of the CCA Board of Trustees for the term of February 15, 2024, through June 30, 2024.

Mr. Haste offered remarks on why he believes Mr. Joseph Curcillo will be a great Board Trustee for CCA.

There being no further discussion, a motion was made by Mr. Hite and seconded by Mr. Barr as follows:

RESOLVED, the appointment of Mr. Joseph Curcillo to become a member of the CCA Board of Trustees for the term of February 15, 2024, through June 30, 2024, is hereby approved.

The motion passed unanimously.

- f. Approval to authorize Board Counsel to pursue further action on Right to Know matters as discussed in Executive Session.

There being no further discussion, a motion was made by Mr. Hite and seconded by Mr. Barr as follows:

RESOLVED, the authorization of Board Counsel to pursue further action on Right to Know matters as discussed in Executive Session is hereby approved.

The motion passed unanimously.

- g. Approval of the 2024-25 Outreach plan as discussed in Executive Session.

Mr. Longenecker informed the Board that a Board Briefing will be held in the near future on the 2024-25 Outreach Plan.

There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Hite as follows:

RESOLVED, the 2024-25 Outreach plan as discussed in Executive Session is hereby approved.

The motion passed unanimously

VIII. Oral Reports

a. Operations Report

Mr. Datorre reported the following:

- CCA completed semester one on January 29, 2024.
- CCA issued 8,935 distinguished honor roll certificates to learners.
- There are currently 212 high school seniors who have earned enough credits to graduate.
- CCA will host a Financial Literacy Reality Fair at the CCA Capital Campus on April 4, 2024, with the PA Bankers Association.
- The Bug Bounty program is going well. In a new mission, learners will test a new student upload feature in the mobile-friendly version of edio. This new feature may allow learners to directly upload documents.
- The Bots IQ team will compete in early March.
- The number of learners served by the Student Services programs is growing. The number of students experiencing homelessness has more than doubled since the beginning of the school year.
- CCA's collaboration with the Girl Scouts in the Heart of PA is going well. Events are scheduled at Camp Small Valley through May 2024.
- Preparations are underway for the Spring Formal which will take place on May 17 at five locations throughout the state of Pennsylvania. The time is extended to 9 PM this year and more information will be sent to families soon.
- CCA hosted picture days in the fall at 25 locations throughout Pennsylvania with almost 4500 attendees. CCA is planning picture days for the spring with 27 locations planned.
- CCA is conducting deep security audits of the network and conducting an edio and application code audit.
- CCA is ordering 7000 additional student laptops to meet increased student enrollment.
- Enrollment as of February 13, 2024 is 27,563 learners.
- Staffing levels remain strong. Mr. Datorre reviewed the staffing ratios with the Board.
- Information Session attendance remains strong.
- CCA's total staff count, including contractors, is 2056.
- Intent to Return opens March 1.
- Read Across America takes place on March 1 and CCA will host families at Family Service Centers across the state.
- The Pennsylvania Department of Education, Bureau of Special Education will conduct CCA's Cyclical Monitoring in the spring. Mr. Piccola inquired about CCA's percentage of Special Education learners. Mr. Datorre informed Mr. Piccola that CCA's percentage of Special Education learners is 33% with a higher percentage in the high school.

b. Finance and Administration Report

Ms. Russo reviewed the Facilities Report with the Board. Ms. Russo informed the Board that CCA received the fifth audit request from the state auditor. Mr. Datorre added that CCA will send the accepted 22/23 school year audited financial statements to the state auditor as requested. Ms. Russo informed the Board that CCA will undergo ESSA monitoring in the spring.

Ms. Russo and Mr. Baker reviewed the financial reports with the Board.

c. President and CEO Report

Mr. Longenecker informed the Board that CCA is monitoring the Governor's Budget Presentation regarding possible cuts to cyber charter schools.

Mr. Longenecker thanked the CCA staff for their performance up to the mid-year so far.

IX. Information Items

There were no information items.

X. Board Trustee Comments

There were no Board Trustee comments.

XI. Adjournment and Next Meeting Date April 10, 2024, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for April 10, 2024, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 12:05 PM.

Approved on 4-10-2024


Faith Russo, Assistant Secretary



Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES SPECIAL BOARD MEETING

February 23, 2024 at 8:45 AM

Held at the following location:

Held Virtually Via Zoom Video Conference

I. Call to Order

Mr. Piccola, Board Chairman, called the meeting to order at 8:48 a.m. when all participants were present and able to hear each other.

II. Roll Call

Board Members Present Via Video: Jeff Piccola, Lil Jackson, Rob Barr

Guests Present Via Video: Tom Longenecker, President and CEO; Roberto Datorre, Sharon Pallotta, School Staff; Phil Murren, Katherine Fitz-Patrick, Board Counsel

[Jeff Haste gave his proxy to Jeffrey Piccola.]

[Marcus Hite gave his proxy to Lil Jackson.]

[Joe Curcillo gave his proxy to Rob Barr.]

III. Executive Session

The Board entered Executive Session at 8:48 a.m. Executive Session was held to discuss real estate matters and legal matters.

Executive Session ended at 9:18 a.m.

Public Session began at 9:18 a.m.

IV. Public Comment

There were no public comments.

V. Approval of Agenda – J. Piccola

Mr. Piccola asked for a motion to amend the February 23, 2024, Special Board meeting agenda. There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr as follows:

RESOLVED, the motion to amend the February 23, 2024, Special Board meeting agenda is hereby approved.

The motion passed unanimously.

Mr. Piccola informed the Board of the following action items to be added to the agenda which resulted from Executive Session.

Action Item b. Approval to engage law firm of McNees Wallace and Nurick on a legal matter as discussed in Executive Session.

Action Item c. Authorize the President and CEO to make a determination whether or not to proceed with the purchase of a property as discussed in Executive Session.

Mr. Piccola asked 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. Barr and seconded by Ms. Jackson as follows:

RESOLVED, that the agenda for the February 23, 2024, Special Board meeting of the Commonwealth Charter Academy Board of Trustees as amended is hereby approved.

The motion passed unanimously.

VI. Approval of Action Items – J. Piccola

- a. Approve Cedar Electric Inc., Lititz, PA as the electrical contractor for the Blue Bell Family Service Center renovation project at a bid cost of \$2,511,800.00.

There being no further discussion, a motion was made by Mr. Barr and seconded by Ms. Jackson as follows:

RESOLVED, the motion to approve Cedar Electric Inc., Lititz, PA as the electrical contractor for the Blue Bell Family Service Center renovation project at a bid cost of \$2,511,800.00 is hereby approved.

The motion passed unanimously.

- b. Approval to engage law firm of McNees Wallace and Nurick on a legal matter as discussed in Executive Session

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr as follows:

RESOLVED, the motion to engage law firm of McNees Wallace and Nurick on a legal matter as discussed in Executive Session is hereby approved.

The motion passed unanimously.

- c. Authorize the President and CEO to make a determination whether or not to proceed with the purchase of a property as discussed in Executive Session.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr as follows:

RESOLVED, the motion to authorize the President and CEO to make a determination whether or not to proceed with the purchase of a property as discussed in Executive Session is hereby approved.


The motion passed unanimously.

VII. Board Member Comments

There were no Board member comments.

VIII. Adjournment and Next Meeting Date April 10, 2024, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for April 10, 2024, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 9:28 AM.

Approved on 4-10-2024


Faith Russo, Assistant Secretary



Commonwealth Charter Academy (CCA)
MINUTES OF THE BOARD OF TRUSTEES BOARD MEETING
April 10, 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 8:03 a.m. when all participants were present and able to hear each other.

II. Roll Call

Ms. Pallotta conducted roll call for the Board 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 (In Person)

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 Fitz-Patrick, Phil Murren, Board Counsel; Zachary Miller, Tiffany Bonnell, Timothy Potts, Brian Kimmett

III. Executive Session

The Board entered Executive Session at 8:03 a.m. Mr. Skinner presented the School Safety Report during Executive Session. Executive Session was also held to discuss personnel matters, legal matters, potential real estate matters, and a student matter.

The following Action Items resulted from Executive Session:

Action Item d. Approval of additional staff, family mentor, and contractor payments as discussed in Executive Session.

Action Item e. Approval of the Champ Properties, L. P. termination agreement as discussed in Executive Session

Executive Session ended at 10:24 a.m.

Public Session began at 10:32 a.m.

IV. Public Comment

Mr. Timothy Potts offered comments on charter school funding.

V. Approval of Agenda

Mr. Piccola, Board Chairman asked for a motion to amend the April 10, 2024, Board meeting agenda to include the following action items from Executive Session and asked the Board if there were any other changes to be made to the agenda.

Action Item d. Approval of additional staff, family mentor, and contractor payments as discussed in Executive Session.

Action Item e. Approval of the Champ Properties, L. P. termination agreement as discussed in Executive Session

There being no further discussion, a motion was made by Mr. Barr and seconded by Mr. Haste to amend the April 10, 2024, Board meeting agenda.

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

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. Haste and seconded by Mr. Hite as follows:

- a. Approval of Minutes from February 14, 2024, Board meeting
- b. Approval of Minutes from February 23, 2024, Special Board meeting
- c. Approval of Board Payables
- d. Approval of Staffing Report
- e. Approval of Board Policies (First Reading)
- f. Approval of Board Policies (Second Reading)
- g. 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 and Mr. Datorre reviewed the proposals, agreements, and purchases with the Board.

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr.

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

b. Approval of 2024-25 General Fund Budget, including form PDE-2028 as prepared by administration

Mr. Longenecker informed the Board that the Board Trustees received a copy of the 2024-25 General Fund Budget and form PDE-2028 prior to the board meeting. The Board had opportunities to discuss the budget. Mr. Piccola reminded the Board that CCA has seen a dramatic increase in enrollment and is constantly reviewing the budget throughout the year to ensure CCA meets the needs of families.

There being no further discussion, a motion was made by Mr. Hite and seconded by Mr. Barr.

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

c. Approval to authorize the President and CEO to dispose of surplus technology and inventory for retired courses or course materials

Mr. Longenecker informed the Board that CCA will donate expired curricula and retired laptops to other entities. Mr. Hite inquired how many retired laptops CCA donates annually to other entities. Mr. Longenecker informed Mr. Hite approximately 500 laptops.

There being no further discussion, a motion was made by Mr. Curcillo and seconded by Mr. Haste.

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

d. Approval of additional staff, family mentor, and contractor payments as discussed in Executive Session

There being no further discussion, a motion was made by Mr. Haste and seconded by Mr. Hite.

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

e. Approval of the Champ Properties, L. P. termination agreement as discussed in Executive Session

There being no further discussion, a motion was made by Ms. Jackson and seconded by Mr. Barr.

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

VIII. Oral Reports

a. Operations Report

Mr. Datorre reported the following:

- The Sora e-Library is extremely popular with over 38,995 checkouts since the start of the 2023-24 school year.

- The Bookmobile will travel around the state May through June. Ms. Pallotta will provide the dates to the Board.
- An Elementary Virtual Career Day was held on April 9 which gave elementary students the opportunity to explore different career fields.
- CCA had nearly 9,000 students on the honor roll in its first semester.
- CCA's English Learner program population continues to grow with currently 905 students.
- The Bureau of Special Education completed CCA's Cyclical Monitoring in March. CCA will receive a report on the monitoring later this year. As of the end of March 2024, CCA completed 735 IEP meetings, 785 evaluations, and 2,157 re-evaluations. 30% of CCA's learners have IEPs.
- In collaboration with the Pennsylvania Banker's Association, CCA held a Financial Literacy fair on April 4 at the Capital Campus with over 50 participants.
- CCA will hold its final Career Expo of the school year on Friday, April 12. Over 525 learners and family members participated in the Career Expos so far this school year.
- CCA holds Work Ready Wednesdays every other Wednesday. Various employers from different fields speak. Close to 900 learners participated so far this school year.
- 496 CCA students currently participate in dual enrollment opportunities.
- The Bots IQ team competed in the Battle Bots preliminary competition on March 13 at Westmoreland County Community College. They will participate in the final round in April.

Mr. Datorre shared an update on CCA's Student Services Program

Ms. Shane shared an update on CCA's Family Services. She reported the following:

- Over 1200 students attended the solar eclipse event across the state.
- A senior class event will provide CCA seniors an opportunity to come together and connect in-person and virtually at the end of May.
- Spring formals will be held at the end of May.
- Picture days are wrapping up.

Mr. Datorre reported CCA's current enrollment is 28,750 and Intent to Return is proceeding well.

Mr. Datorre informed the Board of the following:

- Leadership Harrisburg will hold a volunteer fair at the CCA Capital Campus on April 16 and a blood drive for a former Community Leadership Area class member who passed away earlier this year.
- CCA's Girls Who Game team was awarded 2nd place in the People's Choice Challenge category. This national competition is sponsored by Dell using Minecraft for Education.
- CCA's Real World Design team received the 2023/2024 RWDC State Champion Governor's Award. The team will compete in the April 20 National/International Challenge.
- CCA will celebrate Purple Up Day on April 15 and April 17 to honor military children.
- CCA will host over 25 students and staff from East Stroudsburg University, College of Education on April 12. The students and staff will learn about opportunities available for them as student-teachers and teachers at CCA.

Mr. Hite inquired about the age groups for Career Ready Wednesdays. Mr. Datorre informed Mr. Hite that middle school and high school students are invited.

Mr. Hite offered positive remarks on the Financial Literacy event that took place at the CCA Capital Campus on April 4.

Mr. Piccola recommended we partner with the PA Banker's Association to offer this event again and expand it to CCA's other Family Service Centers.

b. Finance and Administration Report

Ms. Russo reviewed the Facilities Report with the Board. Ms. Russo informed the Board that CCA met the ESSA reporting deadline. She informed the Board that CCA's Title Funds will be monitored virtually. Ms. Russo informed the Board that CCA's state audit is ongoing and she will continue to inform the Board of its progress.

Ms. Russo and Mr. Baker reviewed the financial reports with the Board.

c. President and CEO Report

Mr. Longenecker informed the Board of the following:

- The CCA alumni association has over 1000 members. CCA alumni will speak at the northeast, central PA, and Pittsburgh graduation ceremonies.
- Two Central PA graduation ceremonies will be held at the Giant Center in Hershey, PA; one at 1 PM and the other at 6 PM.
- CCA was awarded the Lodestar Award by the PA Solar Center. Sam Johnson will represent CCA and accept the award on CCA's behalf on April 11.
- Amanda Laichak, Regional Vice President is a finalist for the Women's Leadership Excellence award.
- CCA was nominated for the 2024 Choice Awards for Best Charter School in Beaver County.

IX. Information Items

There were no information Items.

X. Board Trustee Comments

Mr. Piccola inquired if college credits earned by CCA students through dual enrollment may be transferred to other institutions. Mr. Datorre informed Mr. Piccola that throughout the past few years, colleges have begun recognizing credits from other institutions.

Mr. Piccola appointed Mr. Hite as Chair of the committee to explore scholarships in memory of Mr. Ralph Dyer. Mr. Piccola appointed Mr. Haste and Ms. Jackson as committee members to the same committee.

XI. Adjournment and Next Meeting Date May 15, 2024, at 8:30 AM

There being no further business or discussion, Mr. Piccola noted that the next Board meeting is scheduled for May 15, 2024, starting with an Executive Session. The Board being at the end of its agenda, the meeting adjourned at 11:28 AM.

Approved on May 15, 2024



Faith Russo, Assistant Secretary



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 Fitz-Patrick, 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 June 12, 2024


Sharon Pallott
, Assistant Secretary

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Abbey Christine	Biology 7-12 (8405) , English 7-12 (3230) , General Science 7-12 (8450) , Principal PK-12 (1115)	8	Science	8	100	0
2	Abda Sarah	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	Grade 3	8	100	0
3	Abel Keri	Elementary K-6 (2810)	6	Science	8	100	0
4	Abrego Catherine	Elementary & Secondary School Counselor PK-12 (1839)	6	Counseling	8	100	0
5	Acker Maggie	Art PK-12 (1405)	10-12	Art	8	100	0
6	Ackerman Meagan	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	Ela	8	100	0
7	Adams Andrea	Grades PK-4 (2825)	1	Grade 1	8	100	0
8	Adams Jason	#N/A	6-8	Grades 6-8	8	0	100
9	Adams Jennipher	Special Education PK-12 (9225) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-12	Special Education	8	100	0
10	Adams Klayton	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Special Education	8	100	0
11	Alaniz Laurie	Music PK-12 (7205)	3	Music	8	100	0
12	Albertelli Fahringer Lori	Grades PK-4 (2825)	4	Grade 4	8	100	0
13	Albright Alyssa	Elementary K-6 (2810)	5	Grade 5	8	100	0
14	Albright Elizabeth	Social Studies 7-12 (8875) , English as a Second Language (ESL) PK-12 (4499)	8	Social Studies	8	100	0
15	Alderton Daniel	#N/A	9-12	Itinerant Lrn Suppt	8	100	0
16	Alex James	Health & Physical Educ PK-12 (4805) , Principal PK-12 (1115)	K-5	Principal	8	100	0
17	Alexeichik Jennifer	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
18	Alima Emilee	Elementary K-6 (2810) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	5	Grade 5	8	100	0
19	Alleman Bryan	Machine Shop 7-12 (2043)	10-12	Manufacturing	8	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
20	Altorfer Priscilla	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	6	Supervisor	8	100	0
21	Ambler Megan	Mathematics 7-12 (6800)	9	Math	8	100	0
22	Ametrano Emily	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	Itinerant Lrn Suppt	8	100	0
23	Andersen Kathleen	Communications 7-12 (3200) , English 7-12 (3230)	11	English	8	100	0
24	Anderson Angela	Earth and Space Science 7-12 (8440)	10	Earth Science	8	100	0
25	Andrews Kristen	Bus-Computer-Info Tech PK-12 (1603) , Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	10-12	BCIT	8	100	0
26	Androski Alyssa	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	Grade 1	8	100	0
27	Aney Timothy	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	12	English	8	100	0
28	Annis Danielle	Grades 5-6 (2826) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6	Ela	8	100	0
29	Anthony Madison	Music PK-12 (7205)	K-12	Music	8	100	0
30	Aponte Emanuel	#N/A	9	Spanish	8	0	100
31	Apronti Yvonne	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Ft Life Skills	8	100	0
32	Archer Jill	Social Studies 7-12 (8875) , English 7-12 (3230)	10	English	8	100	0
33	Archinal Samantha	Instructional Coach PK-12 (1182) , Grades PK-4 (2825) , Reading Specialist PK-12 (7650) , Special Education PK-8 (9226)	6-8	Special Education	8	100	0
34	Armstrong Matthew	Chemistry 7-12 (8420)	10-12	Science	8	100	0
35	Artin Kathryn	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115)	6-8	Assistant Principal	8	100	0
36	Artley Mark	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Math	8	100	0
37	Aruanno Michael	Social Studies 7-12 (8875)	11	Social Studies	8	100	0
38	Ash Joshua	Commercial Art 7-12 (2019)	10-12	BCIT	8	100	0
39	Atiyeh Sarah	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Itinerant Lrn Suppt	8	100	0
40	Atkinson Kailey	Art PK-12 (1405)	9	Art	8	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Greades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
41	Aubrey Dana	Reading Specialist PK-12 (7650) , Elementary K-6 (2810)	8	Reading Intervention	8	100	0
42	Auchey Carol	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	Kindergarten	8	100	0
43	Augustin Kathleen	Special Education PK-12 (9225) , Elementary K-6 (2810)	8	Itinerant Lrn Suppt	8	100	0
44	Austin Brittany	Elementary K-6 (2810) , Special Education PK-12 (9225)	9	Special Education	8	100	0
45	Azzalina Andrea	Principal PK-12 (1115) , Elementary K-6 (2810)	K-5	Vice Provost	8	100	0
46	Azzolina Joseph	Social Studies 7-12 (8875) , Inst Technology Specialist PK-12 (1825)	6	Social Studies	8	100	0
47	Bachman Jessica	Special Education PK-12 (9231)	9	Itinerant Lrn Suppt	8	100	0
48	Bachrach Suzanne	Ment and/or Phys Handicapped K-12 (9235) , Secondary Principal 7-12 (1105) , Superintendent PK-12 (1150)	9-12	Itinerant Lrn Suppt	8	100	0
49	Badalamente Erin	Elementary K-6 (2810)	3	Grade 3	8	100	0
50	Badman Abigail	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
51	Baello Alexandra	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
52	Bagnato Rosario	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
53	Bahorich Kelly	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	Special Education	8	100	0
54	Baim Lyndsey	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
55	Bair Stacie	Special Education PK-8 (9226) , English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	K	Kindergarten	8	100	0
56	Bais Brian	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	10-12	Earth Science	8	100	0
57	Baker Danielle	Art PK-12 (1405)	6	Art	8	100	0
58	Baker Jason	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	Grade 5	8	100	0
59	Balch Angela	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
60	Baldwin Christina	Earth and Space Science 7-12 (8440) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450)	10-12	Earth Science	8	100	0

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61	Balgaroo Leah	Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	5	Grade 5	8	100	0
62	Balliet Taylor	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
63	Balogh Lauren	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	4	Special Education	8	100	0
64	Balucha Sara	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Elementary Education K-8 (12810)	4	Grade 4	8	100	0
65	Bame Jahneva	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
66	Banas Erin	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
67	Banks Mariah	Special Education PK-12 (9225) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	9-12	Itinerant Emo Suppt	8	100	0
68	Bannister Melissa	Principal PK-12 (1115) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	6-8	Assistant Principal	8	100	0
69	Bargh Andrew	English 7-12 (3230) , Music PK-12 (7205) , Social Studies 7-12 (8875)	6	Ela	8	100	0
70	Barnes Luke	Music PK-12 (7205)	9	Music	8	100	0
71	Barosi Jessica	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Itinerant Lrn Suppt	8	100	0
72	Barrick Jessica	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	Itinerant Emo Suppt	8	100	0
73	Barrick Phillip	Music PK-12 (7205)	7	Music	8	100	0
74	Barron Alesia	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Ft Life Skills	8	100	0
75	Barron Hannah	Grades PK-4 (2825)	K	Kindergarten	8	100	0
76	Barry Dana	Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
77	Bartlett Carol	Art PK-12 (1405)	9	Art	8	100	0
78	Bartlett Kathryn	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230)	4	Grade 4	8	100	0
79	Bartnikiewicz Brian	Elementary K-6 (2810)	4	Grade 4	8	100	0

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80	Barwin Katelynn	Grades PK-4 (2825) , Special Education PK-8 (9226) , Principal PK-12 (1115)	9-12	Assistant Principal	8	100	0
81	Basel Julia	Special Education PK-12 (9231) , Social Studies 7-12 (8875)	9-12	Itinerant Lrn Suppt	8	100	0
82	Baseski Julia	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Special Education	8	100	0
83	Bashore Jordan	Art PK-12 (1405)	9	Art	8	100	0
84	Baskwill Paige	English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230)	12	English	8	100	0
85	Bass Lindsey	Grades PK-4 (2825) , Special Education PK-12 (9231)	9-12	Itinerant Lrn Suppt	8	100	0
86	Bassett Sadie	Biology 7-12 (8405) , General Science 7-12 (8450)	9	Biology	8	100	0
87	Bastian Laura	Spanish PK-12 (4490)	8	Spanish	8	100	0
88	Batts Natalie	Mathematics 7-12 (6800) , English as a Second Language (ESL) PK-12 (4499)	7	Math	8	100	0
89	Bauer Amanda	Principal PK-12 (1115) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9	Itinerant Lrn Suppt	8	100	0
90	Baughman Bethany	Early Childhood N-3 (2840)	5	Health & Physical Education	8	0	100
91	Baumbach Brian	Technology Education PK-12 (6075)	10-12	Construction	8	100	0
92	Baumgardner Bryce	Elementary K-6 (2810)	5	Grade 5	8	100	0
93	Baumgartle Jenna	Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Ft Life Skills	8	100	0
94	Bear Michelle	Elementary K-6 (2810) , Special Education PK-12 (9225) , English 7-12 (3230)	K-5	Itinerant Emo Suppt	8	100	0
95	Beard-Ward Celeste	Principal PK-12 (1115) , Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Principal	8	100	0
96	Beatty Katherine	Grades PK-4 (2825) , Special Education PK-8 (9226) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	Itinerant Lrn Suppt	8	100	0
97	Beckett Michael	English 7-12 (3230)	9-12	English	8	100	0
98	Bedford Jessica	Mathematics 7-12 (6800) , Principal PK-12 (1115)	9-12	Assistant Principal	8	100	0
99	Beechy Megan	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Grades PK-4 (2825)	8	Math	8	100	0

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100	Beegle Andrew	English 7-12 (3230) , Mathematics 7-12 (6800) , Social Studies 7-12 (8875) , Special Education 7-12 (9227)	10	Math	8	100	0
101	Beerman Amy	Mathematics 7-12 (6800)	10	Math	8	100	0
102	Beers Ruth	Elementary K-6 (2810)	3	Grade 3	8	100	0
103	Begec Rebecca	Spanish PK-12 (4490)	10-12	Spanish	8	100	0
104	Begis Marsha	Biology 7-12 (8405)	10-12	Science	8	100	0
105	Behney Allison	Elementary K-6 (2810) , Grades PK-4 (2825)	4	Grade 4	8	100	0
106	Beiter Micah	Citizenship 7-12 (8825) , English 7-12 (3230) , Safety Ed/Driver Ed 7-12 (5215) , Social Studies 7-12 (8875)	8	Social Studies	8	100	0
107	Belko Kelsey	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
108	Bell Lauren	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	7	Science	8	100	0
109	Bell Nicole	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Special Education	8	100	0
110	Belluscio Kristin	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	Ela	8	100	0
111	Belville Renee	Art PK-12 (1405)	2-3	Art	8	100	0
112	Benjamin Samantha	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
113	Bennett Christopher	Elementary K-6 (2810)	6	Math	8	100	0
114	Benton Tori	#N/A	6-8	English	8	0	100
115	Benton Tori	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7-8	Ela	8	0	100
116	Berchtold Kaleena	Elementary K-6 (2810) , Special Education PK-8 (9226)	2	Special Education	8	100	0
117	Berdomas Genevieve	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Itinerant Lrn Suppt	8	100	0
118	Berkhimer Bret	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
119	Berman Andrew	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
120	Berry Thomas	Physics 7-12 (8470)	10-12	Physics	8	100	0
121	Besnecker Breighann	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Mathematics: Sec. Ed. 9-12 (16800)	6	Math	8	100	0
122	Besnecker Michael	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
123	Besten Deborah	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115) , Reading Specialist PK-12 (7650)	6-8	Supervisor	8	100	0

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124	Bieber Paula	Biology 7-12 (8405) , General Science 7-12 (8450)	9	Biology	8	100	0
125	Bieber Steven	Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
126	Bigelow Timothy	Health & Physical Educ PK-12 (4805)	2-3	Health & Physical Education	8	100	0
127	Biggs Richard	Elementary K-6 (2810)	5	Grade 5	8	100	0
128	Bihoreau Stephan	French PK-12 (4410) , Spanish PK-12 (4490)	10-12	French	8	100	0
129	Bilby Sarah	German PK-12 (4420) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Music PK-12 (7205)	9	German	8	100	0
130	Bilchak Sarah	Elementary K-6 (2810)	K-5	Interventionist	8	100	0
131	Billet Cortney	Mathematics 7-12 (6800)	9	Math	8	100	0
132	Bilyo Samantha	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	Grade 5	8	100	0
133	Bissinger Tori	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	Ft Autistic Support	8	100	0
134	Bitting Zachary	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Special Education PK-8 (9226)	7	Math	8	100	0
135	Bixler Emma	English 7-12 (3230)	7	Ela	8	100	0
136	Bjerring Barbara	Art PK-12 (1405)	9	Art	8	100	0
137	Blackman Dalton	Social Studies 7-12 (8875)	10	Social Studies	8	100	0
138	Blaney Courtney	Master's Equivalency - (1185) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	Special Education	8	100	0
139	Blankenbicker Vicki	Social Studies 7-12 (8875)	11	Social Studies	8	100	0
140	Blauch Ashley	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	K-12	Supervisor	8	100	0
141	Blickley Thomas	Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875)	11	Social Studies	8	100	0
142	Blisard Karen	Elementary K-6 (2810)	2	Grade 2	8	100	0

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143	Boccella Lori	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	Interventionist	8	100	0
144	Bohicchio Stephanie	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	2	Grade 2	8	100	0
145	Bogan Aimee	Elementary & Secondary School Counselor PK-12 (1839)	6-7	Counseling	8	100	0
146	Bollinger Sydney	Social Studies 7-12 (8875) , English 7-12 (3230) , Art PK-12 (1405)	9	Art	8	100	0
147	Bologna Traci	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	Special Education	8	100	0
148	Bolsar Rosanne	Elementary K-6 (2810)	6	Science	8	100	0
149	Bolton Carina	Music PK-12 (7205)	6	Music	8	100	0
150	Bolton Justin	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	7	Science	8	100	0
151	Bonnell Tiffany	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	Itinerant Lrn Suppt	8	100	0
152	Boohar Rachel	Mathematics 7-12 (6800)	10-12	Math	8	100	0
153	Bookwalter Sabrina	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	Science	8	100	0
154	Booth Marybeth	English 7-12 (3230) , Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Dev	8	100	0
155	Booth Rachel	Grades PK-4 (2825) , Music PK-12 (7205)	7	Music	8	100	0
156	Booz Megan	Elementary K-6 (2810)	2	Grade 2	8	100	0
157	Borden Jessica	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	Grade 3	8	100	0
158	Boris Jennifer	Grades PK-4 (2825) , Social Studies 7-12 (8875) , Special Education PK-8 (9226)	6	Social Studies	8	100	0
159	Borodach Adam	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0

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160	Borosky David	Master's Equivalency - (1185) , Social Studies 7-12 (8875) , Ment and/or Phys Handicapped K-12 (9235) , Supvr Special Education PK-12 (9215)	9-12	Supervisor	8	100	0
161	Borosky Julianna	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	Itinerant Lrn Suppt	8	100	0
162	Bosco Michelle	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	9	Special Education	8	100	0
163	Bosiljevac Krista	Biology 7-12 (8405) , Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10-12	Science	8	100	0
164	Bower Nicole	Special Education PK-12 (9225)	6	Special Education	8	100	0
165	Bowers Amber	Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810) , Principal PK-12 (1115)	K-5	Assistant Principal	8	100	0
166	Boyajian Peter	Social Studies 7-12 (8875)	11	Social Studies	8	100	0
167	Boyce Mark	Music PK-12 (7205)	4	Grade 4	8	100	0
168	Boyde David	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	K-5	Assistant Principal	8	100	0
169	Bozart Christine	Elementary K-6 (2810) , Special Education PK-12 (9225)	5	Special Education	8	100	0
170	Bradley Danielle	Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	4	Grade 4	8	100	0
171	Brady Lauren	Elementary K-6 (2810) , Gifted PK-12 (1189)	4	Grade 4	8	100	0
172	Brady Tricia	Elementary K-6 (2810) , Safety Ed/Driver Ed 7-12 (5215)	5	Grade 5	8	100	0
173	Brainard Megan	Mathematics 7-12 (6800) , Special Education PK-12 (9225)	9-12	Special Education	8	100	0
174	Branagan Jennifer	English 7-12 (3230)	11	English	8	100	0
175	Brandel Renee	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	Itinerant Lrn Suppt	8	100	0
176	Brauckmann Hannah	Art PK-12 (1405)	7	Art	8	100	0
177	Brawner Cherise	Elementary K-6 (2810)	3	Grade 3	8	100	0
178	Breen Nicole	Elementary K-6 (2810)	K-5	Math	8	100	0
179	Brennan Julie	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	Grade 2	8	100	0

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180	Brennen Coleen	Biology 7-12 (8405) , General Science 7-12 (8450) , Family-Consumer Sci PK-12 (5600)	9	Biology	8	100	0
181	Brett Suzanne	Master's Equivalency - (1185) , English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230)	9-12	English Language Dev	8	100	0
182	Brewster Matthew	Art PK-12 (1405)	9	Art	8	100	0
183	Brice Stacey	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	Grade 2	8	100	0
184	Bridgens Anna	Principal PK-12 (1115) , Mathematics 7-12 (6800)	9-12	Assistant Principal	8	100	0
185	Brigaman Matthew	Principal PK-12 (1115) , Career and Technical Admin Director 7-12 (2300) , Accounting 7-12 (1610) , Data Processing 7-12 (1625) , Marketing 7-12 (1640) , Office Technologies 7-12 (1658)	9-12	Assistant Principal	8	100	0
186	Brinker Tyler	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
187	Briody Jeanette	Mathematics 7-12 (6800)	10-12	Math	8	100	0
188	Brodbeck Brianna	Cosmetology 7-12 (2023)	10-12	Cosmetology	8	100	0
189	Brodish Sarah	Social Studies 7-12 (8875) , Principal PK-12 (1115)	9	Social Studies	8	100	0
190	Brodsky Jacqueline	Biology 7-12 (8405) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	8	Science	8	100	0
191	Brogneri Katie	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
192	Bromley Sarah	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Lrn Suppt	8	100	0
193	Brown Jennifer	Elementary K-6 (2810)	1	Grade 1	8	100	0
194	Brown Jessica	Early Childhood N-3 (2840) , Elementary K-6 (2810)	6	Science	8	100	0
195	Brown Johanna	#N/A	9-12	Art	8	0	100
196	Brown Laura	Grades PK-4 (2825) , Elementary K-6 (2810)	5	Grade 5	8	100	0

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197	Brown Melanie	English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490) , English 7-12 (3230)	9-12	English Language Dev	8	100	0
198	Bruce Brittany	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	K	Kindergarten	8	100	0
199	Bruce Sarah	English 7-12 (3230) , Social Studies 7-12 (8875)	11	Social Studies	8	100	0
200	Bubul Carrie	#N/A	5	English Language Dev	8	100	0
201	Buchbinder Joanne	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9	Biology	8	100	0
202	Bucher Summer	Health & Physical Educ PK-12 (4805)	11-12	Career Planning	8	100	0
203	Buck Amy	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Ft Autistic Support	8	100	0
204	Buckenberger Nicole	Elementary K-6 (2810) , Health & Physical Educ PK-12 (4805)	3-4	Health & Physical Education	8	100	0
205	Bucks Crystal	Grades PK-4 (2825)	2	Grade 2	8	100	0
206	Bucks Ryan	English 7-12 (3230)	9	English	8	100	0
207	Buckwalter Lauren	Biology 7-12 (8405) , General Science 7-12 (8450)	8	Science	8	100	0
208	Buckwalter Michiyo	Japanese PK-12 (4440)	9-12	Japanese	8	100	0
209	Buckwalter Michiyo	#N/A	9-12	Japanese	8	100	0
210	Bundonis Melinda	Social Studies 7-12 (8875) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	7	Special Education	8	100	0
211	Burger Erica	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	9	Special Education	8	0	100
212	Burgy Brooke	English 7-12 (3230)	10-12	Career Planning	8	100	0
213	Burgy Charles	Bus-Computer-Info Tech PK-12 (1603) , Social Studies 7-12 (8875) , English 7-12 (3230)	9	BCIT	8	100	0
214	Burke Jacquelyn	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	Math	8	100	0
215	Burke Jordan	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
216	Burke Ryan	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0

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217	Burke Sean	Bus-Computer-Info Tech PK-12 (1603) , Cooperative Ed. 7-12 (2361) , Social Studies 7-12 (8875)	10-12	BCIT	8	100	0
218	Burkett Jeremy	Reading Specialist PK-12 (7650) , Principal PK-12 (1115) , Elementary K-6 (2810)	6-8	Assistant Principal	8	100	0
219	Burkhart Crystal	Mathematics 7-12 (6800)	10	Math	8	100	0
220	Burkholder Kristin	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	6	Health & Physical Education	8	100	0
221	Burkins Maria	English 7-12 (3230)	12	English	8	100	0
222	Burmeister Amanda	Elementary K-6 (2810) , Special Education PK-12 (9225)	8	Itinerant Lrn Suppt	8	100	0
223	Burnside Molly	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	Grade 1	8	100	0
224	Burpee Bradley	Supvr Curriculum & Inst PK-12 (2915) , Bus-Computer-Info Tech PK-12 (1603) , Technology Education PK-12 (6075) , Career and Technical Admin Director 7-12 (2300) , Principal PK-12 (1115)	9-12	Assistant Principal	8	100	0
225	Burr Lynnea	Grades PK-4 (2825)	K-5	Special Education	8	0	100
226	Busanic Paula	#N/A	9	American Sign Language	8	0	100
227	Butler Christine	Elementary K-6 (2810)	6	Ela	8	100	0
228	Butler Jessica	Grades PK-4 (2825)	1	Grade 1	8	100	0
229	Butler Joseph	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
230	Butz Cayleigh	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	Social Studies	8	100	0
231	Buzzelli James	Principal PK-12 (1115) , Health & Physical Educ PK-12 (4805)	9-12	Assistant Principal	8	100	0
232	Buzzelli Julie	English 7-12 (3230)	12	English	8	100	0
233	Bylina Jessica	Principal PK-12 (1115) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	Assistant Principal	8	100	0
234	Byron Renee	English 7-12 (3230)	12	English	8	100	0

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235	Bytheway Jennifer	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-5	Supervisor	8	100	0
236	Cagle Megan	Early Childhood N-3 (2840) , Elementary K-6 (2810)	3	Grade 3	8	100	0
237	Calabrese Laura	Principal PK-12 (1115) , Biology 7-12 (8405)	9-12	Assistant Principal	8	100	0
238	Calaman Amanda	Social Studies 7-12 (8875) , Special Education 7-12 (9227) , Special Education Expansion PK-8 (9228) , All Instructional Areas PK-12 (-96)	9	Special Education	8	100	0
239	Calderone Justin	Social Studies 7-12 (8875) , Communications 7-12 (3200) , English 7-12 (3230) , Principal PK-12 (1115)	9-12	English	8	100	0
240	Caldwell Erik	Earth and Space Science 7-12 (8440)	10	Earth Science	8	100	0
241	Campbell Danielle	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	8	Reading Intervention	8	100	0
242	Campbell Kimberly	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emo Suppt	8	100	0
243	Canfield Lauren	Art PK-12 (1405)	9	Art	8	100	0
244	Canter Raena	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
245	Capellan Angel	English 7-12 (3230) , Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Dev	8	100	0
246	Capitano Jesse	#N/A	9-12	Itinerant Emo Suppt	8	100	0
247	Caprari Heather	Mathematics 7-12 (6800)	9	Math	8	100	0
248	Carey Nicole	Elementary K-6 (2810)	6	Ela	8	100	0
249	Carlini Erika	English 7-12 (3230)	9-12	English	8	100	0
250	Carlomagno Marissa	Mathematics 7-12 (6800)	9	Math	8	100	0
251	Carnes Alanna	Social Studies 7-12 (8875)	10	Social Studies	8	100	0
252	Carnes Andrew	Mathematics 7-12 (6800) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	10-12	Math	8	100	0
253	Carnes Michael	Superintendent PK-12 (1150) , Secondary School Counselor 7-12 (1837) , Principal PK-12 (1115)	9-12	Principal	8	100	0
254	Carnes Tricia	#N/A	9	Math	8	0	100
255	Carpenter Daniel	Mathematics 7-12 (6800)	10-12	Math	8	100	0
256	Carr Jason	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
257	Carraher Megan	Music PK-12 (7205)	7	Music	8	100	0

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258	Carrick Samantha	Mathematics 7-12 (6800)	9	Math	8	100	0
259	Carroll Kelly	English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115) , English 7-12 (3230)	9-12	English Language Dev	8	100	0
260	Case Heather	#N/A		Math	8	100	0
261	Casey Kimberly	Grades PK-4 (2825)	1	Grade 1	8	100	0
262	Casillas Shannon	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	Grade 2	8	100	0
263	Cass Melissa	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Elementary K-6 (2810) , Special Education PK-12 (9225)	1	Itinerant Lrn Suppt	8	100	0
264	Castine Carina	Mathematics 7-12 (6800) , Special Education 7-12 (9227)	7	Math	8	100	0
265	Cavanagh Sara	English as a Second Language (ESL) PK-12 (4499) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
266	Cavanaugh Kevin	Social Studies 7-12 (8875)	12	Social Studies	8	100	0
267	Ceccoli Marie	Biology 7-12 (8405) , Library Science PK-12 (6420)	9	Biology	8	100	0
268	Cerquone Peggy	Elementary K-6 (2810)	K-5	Coding	8	0	100
269	Cesaratto Ashley	Music PK-12 (7205)	9	Music	8	100	0
270	Chambers Sarah	Social Studies 7-12 (8875) , English as a Second Language (ESL) PK-12 (4499)	12	Social Studies	8	100	0
271	Chehovich Michael	Biology 7-12 (8405) , General Science 7-12 (8450)	9	Biology	8	100	0
272	Cherinchak Rheanna	English 7-12 (3230)	9	English	8	100	0
273	Chichester Corinne	Grades PK-4 (2825)	1	Grade 1	8	100	0
274	Chidester Anika	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Emo Suppt	8	100	0
275	Childs Jasmine	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	8	100	0
276	Chmil Autumn	English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230)	7	English Language Dev	8	100	0
277	Chopko Craig	Elementary K-6 (2810)	4	Grade 4	8	100	0

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278	Chorba Brandon	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
279	Christ Ashley	Biology 7-12 (8405)	6-8	Science	8	100	0
280	Christiansen Anna	Biology 7-12 (8405)	9	Biology	8	100	0
281	Christy Ryan	Mathematics: Sec. Ed. 9-12 (16800) , Mathematics 7-12 (6800)	10	Math	8	100	0
282	Chuff Kyle	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	6-8	Principal	8	100	0
283	Chuff Shayna	Principal PK-12 (1115) , English as a Second Language (ESL) PK-12 (4499) , Citizenship 7-12 (8825) , English 7-12 (3230) , Social Studies 7-12 (8875)	9-12	Assistant Principal	8	100	0
284	Chukoskie Emily	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K-5	Interventionist	8	100	0
285	Claar Matthew	Elementary K-6 (2810)	4	Grade 4	8	100	0
286	Clark Amanda	Grades 5-6 (2826) , Special Education PK-12 (9231) , Grades PK-4 (2825)	8	Special Education	8	100	0
287	Clark Christopher	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Science	8	100	0
288	Clark James	English 7-12 (3230)	11	English	8	100	0
289	Clawson Ashley	Bus-Computer-Info Tech PK-12 (1603) , Marketing (Distributive) Ed PK-12 (1666) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880)	9	BCIT	8	100	0
290	Cline Allyson	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
291	Clouser Ashley	Autism PK-12 (1180) , Grades PK-4 (2825)	3	Grade 3	8	100	0
292	Coassolo Ashley	Early Childhood N-3 (2840)	1	Grade 1	8	100	0
293	Coates Cristin	Special Education 7-12 (9227) , Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Itinerant Emo Suppt	8	100	0
294	Cocchetti Samantha	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Special Education	8	100	0

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295	Cochran Sean	Bus-Computer-Info Tech PK-12 (1603) , Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215) , Family-Consumer Sci PK-12 (5600) , Principal PK-12 (1115)	9	Health & Physical Education	8	100	0
296	Colaizzi Samantha	Special Education PK-12 (9231) , English 7-12 (3230)	9	Itinerant Lrn Suppt	8	100	0
297	Colarusso Edward	Elementary K-6 (2810)	5	Grade 5	8	100	0
298	Cole Anthony	#N/A	9-12	Science	8	0	100
299	Cole Breanne	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	Grade 1	8	100	0
300	Cole Brittany	Special Education PK-8 (9226) , Grades PK-4 (2825)	8	Itinerant Lrn Suppt	8	100	0
301	Cole Michael	Ment and/or Phys Handicapped K-12 (9235) , Principal PK-12 (1115)	5	Supervisor	8	100	0
302	Cole Sarah	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	5	Grade 5	8	100	0
303	Coleman Emily	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490)	6-8	English Language Dev	8	100	0
304	Coleman Ryan	Biology 7-12 (8405) , Elementary K-6 (2810) , English 7-12 (3230) , Library Science PK-12 (6420) , Mathematics 7-12 (6800) , Social Studies 7-12 (8875) , Special Education PK-12 (9225) , Technology Education PK-12 (6075)	9-12	Science	8	100	0
305	Collins Kelly	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440)	9	Biology	8	100	0
306	Collins Kristi	Mathematics 7-12 (6800)	10-12	Math	8	100	0
307	Colosimo Cassie	Elementary K-6 (2810) , Special Education PK-8 (9226)	8	Special Education	8	100	0
308	Colson Stacy	Elementary K-6 (2810)	4	Grade 4	8	100	0
309	Comegna Patricia	Mathematics 7-12 (6800)	10-12	Math	8	100	0
310	Comonie-Fino Courtney	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	10-12	Science	8	100	0
311	Confer Sheila	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	Kindergarten	8	100	0
312	Conigliaro Michael	Citizenship 7-12 (8825)	10-12	Social Studies	8	100	0

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313	Conklin Lindsay	Art PK-12 (1405)	7	Art	8	100	0
314	Connolly Lindsay	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825)	4	Grade 4	8	100	0
315	Connor Bethany	Biology 7-12 (8405) , English 7-12 (3230) , Library Science PK-12 (6420) , Special Education 7-12 (9227)	10-12	Biology	8	100	0
316	Consiglio Season	Biology 7-12 (8405) , English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Environmental Educ PK-12 (4820)	9-12	Biology	8	100	0
317	Conway Steven	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	7	Math	8	100	0
318	Cook Corrie	Social Studies 7-12 (8875) , Art PK-12 (1405)	9	Social Studies	8	100	0
319	Cook Kathryn	Grades PK-4 (2825)	3	Grade 3	8	100	0
320	Cook Sara	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
321	Cool Amielia	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Science	8	100	0
322	Coone Michael	Principal PK-12 (1115) , English 7-12 (3230)	7	English	8	100	0
323	Cooper Kania	#N/A	11	English	8	0	100
324	Cooper Lisa	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
325	Cooper Sarah	Grades PK-4 (2825)	2	Grade 2	8	100	0
326	Copenhaver Luke	Mathematics 7-12 (6800)	10-12	Math	8	100	0
327	Cordaro Melissa	Elementary & Secondary School Counselor PK-12 (1839)	6-8	Counseling	8	100	0
328	Cordier Julia	Special Education PK-12 (9225)	6-8	Ft Learning Support	8	100	0
329	Cornell Kayleigh	Grades 5-6 (2826) , Grades PK-4 (2825)	6	Science	8	100	0
330	Corrado Kaitlynn	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	6	Science	8	100	0
331	Costello Amy	Music PK-12 (7205)	3-4	Music	8	100	0
332	Coughlin Amy	#N/A	6-8	Ela	8	100	0

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333	Courtright Michael	Bus-Computer-Info Tech PK-12 (1603) , Technology Education PK-12 (6075)	10-12	BCIT	8	100	0
334	Coury Wendy	Marketing 7-12 (1640) , Master's Equivalency - (1185) , Typewriting 7-12 (1660)	10-12	BCIT	8	100	0
335	Coyle Alexandra	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	Itinerant Lrn Suppt	8	100	0
336	Cracolici Justine	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	Itinerant Lrn Suppt	8	100	0
337	Cramm Jolene	Elementary K-6 (2810)	2	Grade 2	8	100	0
338	Crane Nicole	Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , English 7-12 (3230) , Family-Consumer Sci PK-12 (5600)	8	Career Planning	8	100	0
339	Crawford Jessica	French PK-12 (4410) , Spanish PK-12 (4490)	10-12	Spanish	8	100	0
340	Cribari Megan	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	Special Education	8	100	0
341	Crinella Christian	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
342	Crist Joseph	Social Studies 7-12 (8875) , Mathematics 7-12 (6800)	10-12	Math	8	100	0
343	Crock Darcie	Grades PK-4 (2825)	1	Grade 1	8	100	0
344	Cross Heidi	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	Grade 2	8	100	0
345	Crowe Lisa	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	8	Supervisor	8	100	0
346	Crum Amanda	Grades PK-4 (2825) , Special Education PK-12 (9231)	6-8	Itinerant	8	100	0
347	Crytzer Brooke	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Itinerant Lrn Suppt	8	100	0
348	Cuddy Miriam	Elementary K-6 (2810) , Grades PK-4 (2825)	2	Grade 2	8	100	0
349	Cuevas Timothy	General Science 7-12 (8450) , Special Education PK-12 (9225)	8	Science	8	100	0

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350	Culp Jennifer	Elementary K-6 (2810) , Special Education PK-12 (9225)	9	Itinerant Lrn Suppt	8	100	0
351	Curry Hannah	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
352	Cush Aliya	Mathematics 7-12 (6800)	10-12	Math	8	100	0
353	Cushatt Timothy	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
354	Cyrus Blake	English 7-12 (3230) , English: Sec. Ed. 9-12 (13230)	9	English	8	100	0
355	Cyrus Carla	#N/A	10-12	American Sign Language	8	0	100
356	D'Addieco Steven	English 7-12 (3230)	8	Ela	8	100	0
357	Dague Victoria	Grades PK-4 (2825)	4	Grade 4	8	100	0
358	Dalessandri-Fetterman Melissa	Elementary K-6 (2810) , Special Education PK-12 (9225) , Bus-Computer-Info Tech PK-12 (1603)	11	BCIT	8	100	0
359	Dalton Jennifer	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
360	Damato Stephani	English 7-12 (3230) , Special Education 7-12 (9227)	10	English	8	100	0
361	Dameshek Mitchell	Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	6	Special Education	8	100	0
362	Darling Seth	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825)	K-5	Interventionist	8	100	0
363	Daube Dana	Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229) , Grades PK-4 (2825)	3	Special Education	8	100	0
364	Daubenspeck Catherine	English 7-12 (3230)	11	English	8	100	0
365	Daum Allan	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
366	Davin Julia	English 7-12 (3230)	7	Ela	8	100	0
367	Davis Joseph	Earth and Space Science 7-12 (8440)	10-12	Earth Science	8	100	0
368	Davis Laura	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
369	Davis Marianne	Citizenship 7-12 (8825) , Special Education 7-12 (9227)	9-12	Ft Life Skills	8	100	0
370	Davis Melissa	Mid-Level English 6-9 (2850) , Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875)	6	Social Studies	8	100	0
371	Davis Zachary	Social Studies 7-12 (8875)	8	SS Languages	8	100	0

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372	Day Destiny	Principal PK-12 (1115) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650) , English 7-12 (3230)	K-5	Principal	8	100	0
373	Day Kendall	All Instructional Areas PK-12 (-96) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
374	Dean Alexander	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
375	Dearborn Bethany	Bus-Computer-Info Tech PK-12 (1603) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860)	10-12	BCIT	8	100	0
376	Deconciliis-Davin Samantha	Autism PK-12 (1180) , English 7-12 (3230)	9	English	8	100	0
377	Deemer Jonathan	Mathematics 7-12 (6800)	9-12	Math	8	100	0
378	Defloria Erica	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	K	Itinerant Lrn Suppt	8	100	0
379	Degilio Nyssa	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
380	Degulis Danielle	English as a Second Language (ESL) PK-12 (4499) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Special Education PK-8 (9226)	6-8	Itinerant Emo Suppt	8	100	0
381	Del Sol Jennifer	Spanish PK-12 (4490)	10-12	Spanish	8	100	0
382	Delfino Cheryl	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Special Education	8	100	0
383	Dellapenta Hilary	Mathematics 7-12 (6800) , Bus-Computer-Info Tech PK-12 (1603)	10-12	Math	8	100	0
384	Delle Donne Karen	Health & Physical Educ PK-12 (4805)	10-12	Health & Physical Education	8	100	0
385	Delsite Richard	English 7-12 (3230) , Grades PK-4 (2825)	4	Grade 4	8	100	0
386	Demetros Amanda	Grades PK-4 (2825) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	Ela	8	100	0

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387	Demme Mackenzie	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Special Education PK-8 (9226) , Autism PK-12 (1180)	9-12	Itinerant Lrn Suppt	8	100	0
388	Demming Geoffrey	Biology 7-12 (8405)	10-12	Science	8	100	0
389	Demshick Meghan	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	K-5	Interventionist	8	100	0
390	Deng Amanda	Ment and/or Phys Handicapped K-12 (9235) , Elementary K-6 (2810)	3-5	Ft Autistic Support	8	100	0
391	Denoie Briana	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Dev	8	100	0
392	Denton Joseph	Elementary K-6 (2810)	6	Science	8	100	0
393	Denton Kimberly	Grades PK-4 (2825)	5	Grade 5	8	0	100
394	Deroo Elizabeth	Elementary K-6 (2810)	5	Grade 5	8	100	0
395	Derr Alicia	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
396	Despirito Kristin	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	Grade 4	8	100	0
397	Devarie Alexandra	Grades PK-4 (2825)	2	Grade 2	8	100	0
398	Devincentis Nicolette	Grades PK-4 (2825) , All Instructional Areas PK-12 (-96) , Grades 5-6 (2826)	5	Grade 5	8	100	0
399	Dewire Amber	#N/A		Math	8	100	0
400	Dewosky Kimberly	Mathematics 7-12 (6800)	7	Math	8	100	0
401	Dierolf Matthew	English 7-12 (3230)	11	English	8	100	0
402	Dietz Christy	English 7-12 (3230)	7	Ela	8	100	0
403	Difiore Noelle	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	8	Special Education	8	100	0
404	Digiovanni-Burchard Felicia	Art PK-12 (1405)	6	Art	8	100	0
405	Dimaio Gregory	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Special Education	8	100	0
406	Dinan Colleen	Biology 7-12 (8405)	9-12	Science	8	100	0
407	Dinardo Amie	Hearing Impaired PK-12 (9205)	10-12	American Sign Language	8	100	0
408	Dincher Cassandra	Biology 7-12 (8405)	10-12	Biology	8	100	0

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409	Dinko Gina	Spanish PK-12 (4490)	9	Spanish	8	100	0
410	Dipersio Kinsie	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
411	Ditmer Karen	Mathematics 7-12 (6800)	10-12	Math	8	100	0
412	Dobosh Gabrielle	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
413	Dodson Ronda	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440)	10-12	Earth Science	8	100	0
414	Doherty Donna	Grades PK-4 (2825)	1	Grade 1	8	100	0
415	Dolan Megan	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades PK-4 (2825) , Special Education PK-8 (9226) , English as a Second Language (ESL) PK-12 (4499)	K-8	English Language Dev	8	100	0
416	Dolby Breanne	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Family-Consumer Sci PK-12 (5600)	3	Grade 3	8	100	0
417	Dolder Lisa	English 7-12 (3230) , Library Science PK-12 (6420) , Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	6	English Language Dev	8	100	0
418	Doneluck Cara	English 7-12 (3230)	10	English	8	100	0
419	Doutt-Wargo Nicole	Library Science PK-12 (6420) , Elementary K-6 (2810)	6	Ela	8	100	0
420	Downey Witney	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	6-8	Ft Learning Support	8	100	0
421	Downs Wesley	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
422	Drago Nickolas	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
423	Drahovsky David	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	Math	8	100	0
424	Drayer Erin	English 7-12 (3230)	11	English	8	100	0
425	Dress Lisa	Elementary K-6 (2810) , Special Education PK-12 (9225)	3	Grade 3	8	100	0
426	Dressler Sarah	English 7-12 (3230)	11	English	8	100	0
427	Drevenak Robert	Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
428	Driscoll Sarah	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K-5	Interventionist	8	100	0
429	Drost Ciera	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Grade 4	8	100	0

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430	Drost Laura	Grades PK-4 (2825)	4	Grade 4	8	100	0
431	Drotar Michael	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
432	Dructor Amanda	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	Itinerant Lrn Suppt	8	100	0
433	Dudek Rachel	Grades PK-4 (2825) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	4	Grade 4	8	100	0
434	Duffy Julie	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Ft Life Skills	8	100	0
435	Duffy Matthew	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
436	Dugas Kyle	Biology 7-12 (8405)	9	Biology	8	100	0
437	Duke-Olesky Shelby	Special Education PK-12 (9231)	9-12	Ft Life Skills	8	100	0
438	Duncan Kelly	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	9-12	Learning Support	8	100	0
439	Duran Carmon	General Science 7-12 (8450) , Music PK-12 (7205)	8	Science	8	100	0
440	Durkin Sean	Social Studies 7-12 (8875)	6	Social Studies	8	100	0
441	Dutka Hayley	English 7-12 (3230)	10	English	8	100	0
442	Dutton Michaela	Social Studies 7-12 (8875) , English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	Social Studies	8	100	0
443	Dyer Andre	Soc and Emotionally Dist K-12 (19260) , Special Education PK-12 (9231)	9	Special Education	8	100	0
444	Dzurek Jessica	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	Grade 5	8	100	0
445	Dzurko David	Ind Arts/Technology Ed K-12 (6005) , Bus-Computer-Info Tech PK-12 (1603)	9	STEAM	8	100	0
446	Eames Kimberly	Elementary K-6 (2810) , Master's Equivalency - (1185)	3	Grade 3	8	100	0
447	Eastburn Rebecca	Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	3	Grade 3	8	100	0
448	Eastwood Lisa	Ment and/or Phys Handicapped K-12 (9235) , Social Studies 7-12 (8875)	9-12	Itinerant Lrn Suppt	8	100	0

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449	Eckenrode Marcella	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Ft Learning Support	8	100	0
450	Eckman Lacey	Health & Physical Educ PK-12 (4805)	8	Health & Physical Education	8	100	0
451	Edling Delia	Mid-Level Citiz. Ed 6-9 (2870) , Elementary K-6 (2810) , English 7-12 (3230) , Ment and/or Phys Handicapped K-12 (9235) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , General Science 7-12 (8450)	7	Science	8	100	0
452	Edwards Alyssa	Mathematics 7-12 (6800)	9	Math	8	100	0
453	Edwards Kenneth	Biology 7-12 (8405) , General Science 7-12 (8450) , Principal PK-12 (1115)	8	Principal	8	100	0
454	Egal Courtney	Ment and/or Phys Handicapped K-12 (9235)	6	Itinerant Lrn Suppt	8	100	0
455	Egyed Caitlyn	Mathematics 7-12 (6800)	10-12	Math	8	100	0
456	Ehnot Bridget	Grades PK-4 (2825)	1	Grade 1	8	100	0
457	Eiler Jessica	English 7-12 (3230) , Library Science PK-12 (6420) , Bus-Computer-Info Tech PK-12 (1603)	7	Ela	8	100	0
458	Eisenhauer Amy	Health & Physical Educ PK-12 (4805) , Health PK-12 (4810)	9	Health & Physical Education	8	100	0
459	Eisenhauer Jenny	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	9-12	English Language Dev	8	100	0
460	Eisenman Kimberly	Special Education PK-12 (9231) , Elementary K-6 (2810)	9-12	Special Education	8	100	0
461	Elbert Alexander	Mathematics Coach PK-12 (1183) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-5	Interventionist	8	100	0
462	Elbert Lesley	Mathematics Coach PK-12 (1183) , Mathematics 7-12 (6800)	10-12	Math	8	100	0
463	Eller Richard	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
464	Ellison Erin	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Hearing Impaired PK-12 (9205)	K-12	Grades K-12	8	100	0
465	Elmer Danielle	Elementary K-6 (2810)	5	Grade 5	8	100	0

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466	Emert Alexander	Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440) , Biology 7-12 (8405)	10-12	Earth Science	8	100	0
467	Endres Allison	Grades PK-4 (2825)	2	Grade 2	8	100	0
468	Eneboe Sara	Nursery/Kindergarten N-K (12833) , Art PK-12 (1405)	9	Art	8	100	0
469	Enoch April	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	Grade 4	8	100	0
470	Erb Adrienne	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
471	Erdman Stacy	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K-2	Kindergarten	8	100	0
472	Erler William	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	8	Science	8	100	0
473	Ernyei Karen	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	7	Science	8	100	0
474	Esworthy Rebecca	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Library Science PK-12 (6420)	K-5	Interventionist	8	100	0
475	Evans Amy	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	Grade 5	8	100	0
476	Evans Julianna	English 7-12 (3230)	12	English	8	100	0
477	Evans Melissa	Social Studies 7-12 (8875) , Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	6	Social Studies	8	100	0
478	Evans Rebecca	Early Childhood N-3 (2840) , Ment and/or Phys Handicapped K-12 (9235) , English 7-12 (3230)	8	Itinerant Lrn Suppt	8	100	0
479	Ewing William	English 7-12 (3230) , Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	9-12	English Language Dev	8	100	0
480	Fagan Brittany	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	Grade 1	8	100	0
481	Fagan Peter	Master's Equivalency - (1185) , Early Childhood N-3 (2840)	7	Science	8	0	100

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482	Fahnestock Kelly	Nursery/Kindergarten N-K (12833) , Elementary K-6 (2810)	3	Grade 3	8	100	0
483	Fair Valerie	Safety Ed/Driver Ed 7-12 (5215) , Health & Physical Educ PK-12 (4805)	10-12	Health & Physical Education	8	100	0
484	Falbo Sarah	Art PK-12 (1405)	4-5	Art	8	100	0
485	Fallstich Jacquelin	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Music PK-12 (7205)	2	Music	8	100	0
486	Farmer Donita	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Science 6-9 (2880)	6	Science	8	100	0
487	Farneth Kaylyn	English 7-12 (3230)	8	Ela	8	100	0
488	Farrell-Mummert Teresa	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	7	Itinerant Lrn Suppt	8	100	0
489	Farrow Jeniemarie	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	K-5	Ft Autistic Support	8	100	0
490	Fassl Phillip	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Special Education	8	100	0
491	Fathel Gabrielle	Soc and Emotionally Dist K-12 (19260) , Special Education PK-12 (9231)	K-5	Ft Life Skills	8	100	0
492	Fazio Emily	Grades PK-4 (2825) , Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	2	Grade 2	8	100	0
493	Fedorczyk Marissa	Grades PK-4 (2825)	2	Grade 2	8	100	0
494	Fedorczyk Paul	Principal PK-12 (1115) , Health & Physical Educ PK-12 (4805)	9-12	Assistant Principal	8	100	0
495	Feher Michael	Bus-Computer-Info Tech PK-12 (1603) , Music PK-12 (7205)	10-12	BCIT	8	100	0
496	Felder David	Communications 7-12 (3200) , English 7-12 (3230)	9-12	English	8	100	0

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497	Fenstermaker Emily	Library Science PK-12 (6420) , English 7-12 (3230)	9	English	8	100	0
498	Fenton Kaitlyn	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Lrn Suppt	8	100	0
499	Ferek Marta	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	K-12	Grades K-12	8	100	0
500	Ferenchick Tyler	Citizenship 7-12 (8825)	6-8	Math	8	0	100
501	Ferencz Jalesha	Grades PK-4 (2825)	1	Grade 1	8	100	0
502	Ferguson Cole	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
503	Ferko Erin	Elementary K-6 (2810)	5	Grade 5	8	100	0
504	Fernandez Katelyn	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Grade 3	8	100	0
505	Ferraro Paul	Special Education PK-12 (9225)	6	Ela	8	0	100
506	Filges Laura	English 7-12 (3230)	9	English	8	100	0
507	Fischer Jesse	English as a Second Language (ESL) PK-12 (4499) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
508	Fisher Abby	Art PK-12 (1405) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	8	Art	8	100	0
509	Fisher Lori	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	Interventionist	8	100	0
510	Fisher Sara	Mathematics 7-12 (6800)	8	Math	8	100	0
511	Fitts Steven	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
512	Fitzgerald Beth	Mathematics 7-12 (6800) , Mathematics: Sec. Ed. 9-12 (16800)	9	Math	8	100	0
513	Flanigan Taylor	Elementary K-6 (2810) , Special Education PK-12 (9225)	3	Grade 3	8	100	0
514	Flannery Michael	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	8	Social Studies	8	100	0
515	Flatley Jennifer	Special Education Expansion 7-12 (9229) , Grades PK-4 (2825) , Reading Specialist PK-12 (7650) , Special Education PK-8 (9226)	9-12	Itinerant Lrn Suppt	8	100	0
516	Fletcher Lonnie	Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	K-12	Special Education Supervisor	8	100	0

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517	Floyd Kelsey	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	K	Special Education	8	100	0
518	Flynn Cameron	#N/A	9-12	Social Studies	8	100	0
519	Flynn Catherine	English 7-12 (3230)	8	Reading Intervention	8	100	0
520	Flynn Molly	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	7	Special Education	8	100	0
521	Foard George	Grades PK-4 (2825)	3	Grade 3	8	100	0
522	Foley Heather	Elementary K-6 (2810)	6	Ela	8	100	0
523	Ford Caitlin	Earth and Space Science 7-12 (8440)	10-12	Science	8	100	0
524	Ford Lauren	Special Education 7-12 (9227) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860)	9	English	8	100	0
525	Fort Alyssa	Grades PK-4 (2825)	1	Grade 1	8	100	0
526	Fortelka Madeline	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Ft Autistic Support	8	100	0
527	Fortelka Mark	Biology 7-12 (8405) , Special Education 7-12 (9227) , Principal PK-12 (1115) , Soc and Emotionally Dist K-12 (19260)	K-12	Special Education Supervisor	8	100	0
528	Foster Jessica	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Math	8	100	0
529	Foster Katherine	Art PK-12 (1405)	10-12	Art	8	100	0
530	Foster Kristie	English 7-12 (3230)	10	English	8	100	0
531	Fowler Nathan	Elementary K-6 (2810)	6	Social Studies	8	100	0
532	Fox Jessica	Art PK-12 (1405)	K-5	Art	8	100	0
533	Fox Lauren	Citizenship 7-12 (8825)	9	Social Studies	8	100	0
534	Foxwell Amanda	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	8	100	0
535	Francestine Madeline	English 7-12 (3230)	10	English	8	100	0
536	Frank Jacquelyn	English 7-12 (3230) , Ment and/or Phys Handicapped K-12 (9235) , Master's Equivalency - (1185)	7	Ela	8	100	0
537	Freda Rebecca	Special Education Expansion 7-12 (9229) , Grades PK-4 (2825) , Special Education PK-8 (9226)	9	Itinerant Lrn Suppt	8	100	0

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538	Frederickson David	Mathematics 7-12 (6800) , Safety Ed/Driver Ed 7-12 (5215)	10	Math	8	100	0
539	Fredo Katrina	Biology 7-12 (8405) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860)	7	Science	8	100	0
540	Freiwald Kelli	Mathematics 7-12 (6800)	9	Math	8	100	0
541	Frey Brittany	Mathematics 7-12 (6800)	9	Math	8	100	0
542	Fried Jonathan	Principal PK-12 (1115)	9-12	Principal	8	100	0
543	Friedman Jason	Elementary K-6 (2810) , Special Education PK-12 (9225)	3-5	Itinerant Lrn Suppt	8	100	0
544	Friedman Patricia	Elementary K-6 (2810)	2	Grade 2	8	100	0
545	Frisch Abigail	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Math	8	100	0
546	Frist Nancy	Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	K-5	Languages	8	100	0
547	Fruehan Celene	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
548	Fuesko Sarah	Communications 7-12 (3200) , Mathematics 7-12 (6800)	10-12	Math	8	100	0
549	Fulkrod Collin	Mathematics 7-12 (6800)	10-12	Math	8	100	0
550	Furey Nicole	#N/A	7	Music	8	0	100
551	Furman Elizabeth	Biology 7-12 (8405) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450)	9	Science	8	100	0
552	Gabany Michael	Earth and Space Science 7-12 (8440)	10-12	Earth Science	8	100	0
553	Gabriel Landon	Elementary K-6 (2810)	5	Grade 5	8	100	0
554	Gage Aliya	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
555	Gainer Rachel	Grades PK-4 (2825)	K	Kindergarten	8	100	0
556	Gaiser Meghan	Mathematics 7-12 (6800)	10-12	Math	8	100	0
557	Gaiski Jamie	Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	Interventionist	8	100	0
558	Gall Megan	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9-12	Special Education	8	100	0
559	Gallagher Erin	Citizenship 7-12 (8825)	10-12	Social Studies	8	100	0

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560	Galley Whitney	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
561	Galvin Erika	English as a Second Language (ESL) PK-12 (4499) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K	English Language Dev	8	100	0
562	Gambler Zachary	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	Ela	8	100	0
563	Ganse Bronson	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	10-12	Earth Science	8	100	0
564	Gardner Corina	Health & Physical Educ PK-12 (4805)	7	Health & Physical Education	8	100	0
565	Gardner Kathleen	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499)	9	English	8	100	0
566	Garman Joann	Bus-Computer-Info Tech PK-12 (1603)	10-12	BCIT	8	100	0
567	Garwood Maranda	Music PK-12 (7205)	1	Music	8	100	0
568	Garzel Jillian	Mathematics 7-12 (6800)	8	Math	8	100	0
569	Gasbara Alisse	French PK-12 (4410) , English as a Second Language (ESL) PK-12 (4499)	9-12	Math	8	0	100
570	Gates Afton	Grades PK-4 (2825) , Special Education PK-12 (9231)	K	Kindergarten	8	100	0
571	Gates Alyssa	Health & Physical Educ PK-12 (4805)	7	Health & Physical Education	8	100	0
572	Gatten Shawn	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
573	Gay Spencer	Health & Physical Educ PK-12 (4805)	10-12	Health & Physical Education	8	100	0
574	Gaynor Anthony	Skills for Teacher Leaders PK-12 (1193) , Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
575	Gehman Andrew	Mathematics 7-12 (6800) , Physics 7-12 (8470)	10-12	Math	8	100	0
576	Genovese Ellen	English 7-12 (3230)	9-12	English	8	100	0
577	George Bonnie	Elementary K-6 (2810)	4	Grade 4	8	100	0
578	George Susan	Principal PK-12 (1115) , Biology 7-12 (8405) , Chemistry 7-12 (8420) , General Science 7-12 (8450)	10-12	Chemistry	8	100	0
579	Gerber Jessica	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Lrn Suppt	8	100	0

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580	Gerrity Erin	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	6	Ela	8	100	0
581	Gianacopoulos Margaret	Elementary & Secondary School Counselor PK-12 (1839)	K	Counseling	8	100	0
582	Giantini Theodore	English 7-12 (3230)	7	Ela	8	100	0
583	Gibbon John	English 7-12 (3230) , Mid-Level Citiz. Ed 6-9 (2870)	6	Social Studies	8	100	0
584	Gibbons Katherine	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
585	Gibson Amanda	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9231)	9	Itinerant Lrn Suppt	8	100	0
586	Gibson Megan	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
587	Gies Mary	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-5	Special Education	8	100	0
588	Gigliotti Bryan	Health & Physical Educ PK-12 (4805)	6	Career Planning	8	100	0
589	Gilbert Elijah	Grades PK-4 (2825) , English 7-12 (3230)	6	Ela	8	100	0
590	Gilger Liam	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6	Social Studies	8	100	0
591	Gill Anita	Elementary K-6 (2810)	5	Grade 5	8	100	0
592	Gill Matthew	Social Studies 7-12 (8875) , Biology 7-12 (8405)	9-12	Biology	8	100	0
593	Gillenson Katharine	Elementary & Secondary School Counselor PK-12 (1839) , Elementary K-6 (2810) , English 7-12 (3230)	12	English	8	100	0
594	Gillis Michele	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K	Kindergarten	8	100	0
595	Ging Shane	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-5	Itinerant Lrn Suppt	8	100	0
596	Ginther Bradley	English 7-12 (3230) , Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
597	Gintz Joy	Early Childhood N-3 (2840) , Special Education PK-12 (9225)	9	Special Education	8	100	0
598	Girard Stella	#N/A	10-12	Japanese	8	0	100

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599	Giunta Maria	#N/A	6-8	Math/Social Studies	8	50	50
600	Gladfelter Brieana	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Ft Learning Support	8	100	0
601	Gladney Melanie	English 7-12 (3230) , Library Science PK-12 (6420) , Art PK-12 (1405)	10	English	8	100	0
602	Glaser Erin	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
603	Gleason Jill	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Ft Life Skills	8	100	0
604	Gliem Jared	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
605	Glotfelty Kelly	English 7-12 (3230)	9	English	8	100	0
606	Goforth Stephanie	Art PK-12 (1405)	K-1	Art	8	100	0
607	Gogno Angela	Bus-Computer-Info Tech PK-12 (1603)	7	Career Planning	8	100	0
608	Goida Christine	Biology 7-12 (8405) , General Science 7-12 (8450)	9	Biology	8	100	0
609	Golden Charlotte	Superintendent PK-12 (1150) , Principal PK-12 (1115) , Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
610	Gonzalez Michelle	English 7-12 (3230)	9	English	8	100	0
611	Good Danielle	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Ft Learning Support	8	100	0
612	Goodyear William	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
613	Good-Zawidski Nicole	Principal PK-12 (1115) , Elementary K-6 (2810)	9-12	Assistant Principal	8	100	0
614	Gorham Tina	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	Math	8	100	0
615	Gorney Rachel	Elementary K-6 (2810)	1	Grade 1	8	100	0
616	Gorton Scott	Health & Physical Educ PK-12 (4805)	10-12	Health & Physical Education	8	100	0
617	Gottesman Emily	Grades PK-4 (2825) , Special Education PK-8 (9226)	K	Kindergarten	8	100	0
618	Grady Ashleen	Elementary K-6 (2810)	6	Science	8	100	0
619	Grafton Heather	Elementary K-6 (2810)	K	Kindergarten	8	100	0
620	Graham Kathleen	#N/A	K-12	English Language Dev	8	0	100

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621	Graham Lauren	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
622	Grassano Teresa	Grades PK-4 (2825)	4	Grade 4	8	100	0
623	Grassi Jared	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Grades 5-6 (2826) , Grades PK-4 (2825)	8	ELA	8	100	0
624	Grasso June	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Itinerant Lrn Suppt	8	100	0
625	Gray Lauren	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Ft Learning Support	8	100	0
626	Greco Estella	Special Education Expansion 7-12 (9229) , Nursery/Kindergarten N-K (12833) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Special Education PK-8 (9226)	3-5	Itinerant Lrn Suppt	8	100	0
627	Green Kristin	English 7-12 (3230) , Special Education PK-12 (9225)	6-8	Itinerant Lrn Suppt	8	100	0
628	Green Stephanie	English 7-12 (3230)	11	English	8	100	0
629	Gregorio Narissa	Secondary School Counselor 7-12 (1837) , Biology 7-12 (8405) , Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
630	Grejda Lori	Elementary K-6 (2810) , Spanish PK-12 (4490)	8	Spanish	8	100	0
631	Griffiths Noelle	English 7-12 (3230) , Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	Principal	8	100	0
632	Grobmyer Melissa	Instructional Coach PK-12 (1182) , Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	2	English Language Dev	8	100	0
633	Groff Sheri	Ment and/or Phys Handicapped K-12 (9235)	9-12	Special Education	8	100	0

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634	Gross Elizabeth	English 7-12 (3230) , Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Special Education	8	100	0
635	Gross Sarah	Art PK-12 (1405)	8	Art	8	100	0
636	Grosso Sherri	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9	Biology	8	100	0
637	Gugino Kayla	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Mathematics 6-9 (2860)	6	Social Studies	8	100	0
638	Gurbacki Eve	Art PK-12 (1405)	5	Art	8	100	0
639	Gustafson Grace	Supvr Special Education PK-12 (9215) , Special Education PK-12 (9225)	9-12	Supervisor	8	100	0
640	Gutshall Samantha	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
641	Gwinn Christy	Elementary K-6 (2810)	K-5	Interventionist	8	100	0
642	Hackenberg Alyssa	Elementary & Secondary School Counselor PK-12 (1839)	8	Counseling	8	100	0
643	Hager Lynn	English 7-12 (3230) , Family-Consumer Sci PK-12 (5600) , Social Studies 7-12 (8875)	10-12	Culinary	8	100	0
644	Hagy Angele	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Grade 3	8	100	0
645	Hahn Amanda	Elementary K-6 (2810) , Special Education PK-12 (9225)	K-5	Interventionist	8	100	0
646	Haines Lindsey	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9	Itinerant Emo Suppt	8	100	0
647	Hakes Samuel	Mathematics 7-12 (6800)	9	Math	8	100	0
648	Haley Natalie	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	8	Math	8	100	0
649	Hall Stacy	English 7-12 (3230)	12	English	8	100	0
650	Hallman Hanah	Grades PK-4 (2825), Special Education PK-8 (9226)	K-5	Learning Support	8	100	0
651	Hamilton-Jones Shannon	Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	Ft Learning Support	8	100	0

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652	Hammill Tricia	Health & Physical Educ PK-12 (4805)	9-12	Health & Physical Education	8	100	0
653	Han Katherine	Social Studies 7-12 (8875)	10	Social Studies	8	100	0
654	Hanslovan Ronda	English 7-12 (3230)	8	Career Planning	8	100	0
655	Harden Emily	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Lrn Suppt	8	100	0
656	Hardenburg Jill	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9-12	Science	8	100	0
657	Hare Patrick	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
658	Harper Melissa	Grades PK-4 (2825)	2	Grade 2	8	100	0
659	Harr Adrienne	Elementary K-6 (2810) , Special Education PK-12 (9225)	6	Special Education	8	100	0
660	Harr Brian	Elementary K-6 (2810)	5	Grade 5	8	100	0
661	Harris Alicia	Grades PK-4 (2825)	1	Grade 1	8	100	0
662	Harris Jeanne	Biology 7-12 (8405)	6	Science	8	100	0
663	Harrison Julia	Grades PK-4 (2825)	3	Grade 3	8	100	0
664	Harstead Richard	Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , Computer Science 7-12 (1657) , Mathematics 7-12 (6800) , Inst Technology Specialist PK-12 (1825)	9-12	Math	8	100	0
665	Hartman Haley	Grades PK-4 (2825) , Special Education PK-8 (9226)	9	Itinerant Lrn Suppt	8	100	0
666	Hartranft Erika	English 7-12 (3230)	12	English	8	100	0
667	Hartsock Lisa	Mathematics 7-12 (6800) , Principal PK-12 (1115)	10	Math	8	100	0
668	Haskins Jason	Social Studies 7-12 (8875) , Special Education PK-12 (9225) , Principal PK-12 (1115) , Supvr Special Education PK-12 (9215)	K-5	Supervisor	8	100	0
669	Hassinger Corinne	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	FT Life Skills	8	100	0
670	Hastings James	Social Studies 7-12 (8875)	8	Career Planning	8	100	0
671	Hatfield Nancy	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	3-5	Itinerant Lrn Suppt	8	100	0
672	Hayes Miyah	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Itinerant Lrn Suppt	8	100	0

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673	Haywood Brittany	English 7-12 (3230) , Special Education 7-12 (9227)	9-12	Special Education	8	100	0
674	Hazel Jason	Special Education PK-12 (9231)	9-12	Itinerant Lrn Suppt	8	100	0
675	Hazlett Stacey	Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810)	6	Math	8	100	0
676	Healy Eric	Principal PK-12 (1115) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emo Suppt	8	100	0
677	Hecknauer Erin	Mathematics 7-12 (6800)	9	Math	8	100	0
678	Hellen Caitlin	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Lrn Suppt	8	100	0
679	Heller Jennifer	#N/A	11	Career Planning	8	0	100
680	Heming Paul	Bus-Computer-Info Tech PK-12 (1603) , Social Studies 7-12 (8875) , English 7-12 (3230)	8	Social Studies	8	100	0
681	Hemminger Kayla	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
682	Henry Danielle	Music PK-12 (7205) , Autism PK-12 (1180) , Special Education PK-12 (9231)	7	Music	8	100	0
683	Henry Elizabeth	Autism PK-12 (1180) , Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
684	Henry Laurie	Mathematics 7-12 (6800)	10-12	Math	8	100	0
685	Hensch Madison	Special Education PK-12 (9231)	K-5	Itinerant Emo Suppt	8	100	0
686	Hensel Jennifer	Elementary K-6 (2810)	6	Science	8	100	0
687	Herbert Sarah	Mathematics 7-12 (6800)	10-12	Math	8	100	0
688	Herbert Thomas	Elementary K-6 (2810) , Special Education PK-12 (9225)	K-5	Itinerant Lrn Suppt	8	100	0
689	Herbert Thomas	#N/A	K-5	Itinerant Lrn Suppt	8	100	0
690	Herche Heather	Art PK-12 (1405) , English 7-12 (3230)	K-12	Art	8	100	0
691	Herisko Sarah	Elementary K-6 (2810)	4	Grade 4	8	100	0
692	Herman Zakory	Health & Physical Educ PK-12 (4805)	10-12	Health & Physical Education	8	100	0
693	Heron Carrie	Art PK-12 (1405) , Elementary K-6 (2810) , Library Science PK-12 (6420)	10-12	Art	8	100	0
694	Hess Drew	English 7-12 (3230)	12	English	8	100	0
695	Hewick Katherine	General Science 7-12 (8450)	8	Science	8	100	0

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696	Hicks Christy	Elementary Education K-8 (12810) , Nursery/Kindergarten N-K (12833) , Elementary K-6 (2810)	K	Kindergarten	8	100	0
697	Higgins Morgan	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Special Education	8	100	0
698	High Stacey	#N/A	9-12	Math	8	100	0
699	Hinderliter Brooke	Health & Physical Educ PK-12 (4805)	1-2	Health & Physical Education	8	100	0
700	Hinkley Jacob	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
701	Hirsch Sarah	Elementary K-6 (2810) , Dance 7-12 (2200) , Communications 7-12 (3200)	2	Grade 2	8	100	0
702	Hlat Penny	Elementary K-6 (2810)	2	Grade 2	8	100	0
703	Hlavaty Jill	Principal PK-12 (1115) , Supvr Special Education PK-12 (9215) , Ment and/or Phys Handicapped K-12 (9235) , Mathematics 7-12 (6800)	K-12	Supervisor	8	100	0
704	Hockenbery Autumn	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
705	Hodder Shea	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Ft Learning Support	8	100	0
706	Hoffman Colleen	Special Education PK-12 (9225)	1	Special Education	8	100	0
707	Hoffman Kristin	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Special Education	8	100	0
708	Hoffman Sean	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
709	Hogan Jennifer	Biology 7-12 (8405)	9-12	Science	8	100	0
710	Hogan Kylie	Biology 7-12 (8405) , General Science 7-12 (8450)	10-12	Science	8	100	0
711	Hohman Amber	Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230) , Family-Consumer Sci PK-12 (5600)	9-12	Itinerant Lrn Suppt	8	100	0
712	Holden David	English 7-12 (3230) , Social Studies 7-12 (8875) , Principal PK-12 (1115)	10-12	Social Studies	8	100	0
713	Holencik Rachel	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
714	Hollick Jeff	Elementary K-6 (2810) , Mathematics 7-12 (6800)	10-12	Math	8	100	0

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715	Hollis Molly	English as a Second Language (ESL) PK-12 (4499) , Grades PK-4 (2825)	3	Grade 3	8	100	0
716	Hollister Brittany	Elementary K-6 (2810) , Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Ft Life Skills	8	100	0
717	Holman Theresa	English 7-12 (3230)	9	English	8	100	0
718	Holsopple Stephanie	Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	6-8	Itinerant Emo Suppt	8	100	0
719	Holt Heather	Grades 5-6 (2826) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Ft Learning Support	8	100	0
720	Homich Nicole	Supvr Curriculum & Inst PK-12 (2915) , Principal PK-12 (1115) , English 7-12 (3230) , Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
721	Honicker Thomas	Music PK-12 (7205)	9	Music	8	100	0
722	Hood Gale	Elementary K-6 (2810)	1	Grade 1	8	100	0
723	Hook Richard	Communications 7-12 (3200)	9	BCIT	8	100	0
724	Hopkins Keaira	Biology 7-12 (8405)	9	Biology	8	100	0
725	Hopp Phyllis	Spanish PK-12 (4490)	9	Spanish	8	100	0
726	Hopple Ross	Elementary K-6 (2810) , Principal PK-12 (1115)	K-5	Principal	8	100	0
727	Horvat Megan	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Science	8	100	0
728	Hosler-Patton Christine	Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Special Education	8	100	0
729	Houk Whitney	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	Grade 1	8	100	0
730	Houston Brea	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	Itinerant Lrn Suppt	8	100	0
731	Howard Justin	Elementary K-6 (2810) , Principal PK-12 (1115)	K-5	Assistant Principal	8	100	0
732	Howard Keith	Biology 7-12 (8405) , General Science 7-12 (8450)	10-12	Science	8	100	0
733	Howard Spiri	Elementary K-6 (2810)	K-5	Interventionist	8	100	0
734	Hrivnak Heather	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7-8	Math	8	100	0

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735	Huegel Justin	English 7-12 (3230) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
736	Hughes Lauren	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
737	Hulbert Hayley	English 7-12 (3230)	12	English	8	100	0
738	Hulbert Jeffrey	Social Studies 7-12 (8875) , Inst Technology Specialist PK-12 (1825)	10-12	Social Studies	8	100	0
739	Hulsizer Ashleigh	Mathematics 7-12 (6800)	8	Math	8	100	0
740	Hummel April	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
741	Hummer Jamie	Health & Physical Educ PK-12 (4805)	3-4	Health & Physical Education	8	100	0
742	Humphreys Andrew	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	8	Social Studies	8	100	0
743	Hunsberger Lanae	Grades PK-4 (2825)	2	Grade 2	8	100	0
744	Hunsberger Mark	Music PK-12 (7205)	8	Music	8	100	0
745	Hunter Kimberly	English 7-12 (3230) , Special Education 7-12 (9227)	9-12	Itinerant Lrn Suppt	8	100	0
746	Hunter Zachary	English as a Second Language (ESL) PK-12 (4499) , Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
747	Hurst Krista	Art PK-12 (1405)	8	Art	8	100	0
748	Husk Amy	Elementary K-6 (2810)	9-12	Math	8	0	100
749	Hutzell Heather	English 7-12 (3230)	10	English	8	100	0
750	Iagnemma Megan	Mathematics 7-12 (6800)	10-12	Math	8	100	0
751	Imbody Jill	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
752	Infantino Laurie	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	Career Planning	8	100	0
753	Irvin Andrea	Secondary School Counselor 7-12 (1837) , Art PK-12 (1405)	10-12	Art	8	100	0
754	Isabella Gwynevere	English 7-12 (3230)	9	English	8	100	0
755	Jachowicz Justin	Citizenship 7-12 (8825)	8	Social Studies	8	100	0
756	Jackson Jeffrey	Principal PK-12 (1115)	9-12	Assistant Principal	8	100	0
757	Jackson Sherita	Grades PK-4 (2825)	2	Grade 2	8	100	0
758	Jacobs Rebecca	Grades PK-4 (2825)	K	Kindergarten	8	100	0
759	Jacobson Nori	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	Grade 2	8	100	0

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760	Jaeske Maribeth	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
761	James Ashley	Mathematics 7-12 (6800)	10-12	Math	8	100	0
762	James Lauren	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Special Education	8	100	0
763	Jeckell Diana	Bus-Computer-Info Tech PK-12 (1603)	10-12	BCIT	8	100	0
764	Jenkins Kimberly	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
765	Johnson Brynn	Special Education PK-12 (9231)	6-8	Ft Life Skills	8	100	0
766	Johnson Kristina	Music PK-12 (7205)	1	Music	8	100	0
767	Johnson Miranda	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades PK-4 (2825) , Nursery/Kindergarten N-K (12833)	3	Grade 3	8	100	0
768	Johnson Neil	Gifted PK-12 (1189) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Social Studies 7-12 (8875) , Special Education 7-12 (9227) , Online Instruction Program PK-12 (1184) , Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	10-12	Social Studies	8	100	0
769	Johnson-Nied Caitlin	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	2	Grade 2	8	100	0
770	Johnston Keisha	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	8	100	0
771	Jones Amanda	English 7-12 (3230)	12	English	8	100	0
772	Jones Brian	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
773	Jones Chad	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
774	Jones Tracy	Mid-Level Science 6-9 (2880) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115)	9	Math	8	100	0
775	Joseph Michael	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
776	Kaczanowicz Kami	Special Education PK-12 (9231)	9-12	Itinerant Emo Suppt	8	100	0

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777	Kali Abigail	Art PK-12 (1405) , Mid-Level Mathematics 6-9 (2860)	9	Art	8	100	0
778	Kalwanaski Kaitlyn	Principal PK-12 (1115) , Mathematics 7-12 (6800)	9-12	Math	8	100	0
779	Kappelmier Emily	Grades PK-4 (2825)	3	Grade 3	8	100	0
780	Karabin Matthew	Mathematics 7-12 (6800)	9	Math	8	100	0
781	Kasper Brionna	Grades PK-4 (2825) , Special Education PK-8 (9226)	K	Kindergarten	8	100	0
782	Kastroll Colleen	English 7-12 (3230) , Library Science PK-12 (6420) , Special Education 7-12 (9227)	9-12	Special Education	8	100	0
783	Kaszuba Stephanie	Grades PK-4 (2825)	2	Grade 2	8	100	0
784	Kaufman Alexandra	Grades PK-4 (2825)	1	Grade 1	8	100	0
785	Kavulich Ariel	General Science 7-12 (8450)	10-12	Physical Science	8	100	0
786	Kazembe Deanna	Grades PK-4 (2825)	4	Grade 4	8	100	0
787	Kazmierczak Erin	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	8	Social Studies	8	100	0
788	Keating Joseph	#N/A	10-12	Aquaponics	8	0	100
789	Keener Krystal	English 7-12 (3230)	9	English	8	100	0
790	Keet Lindsay	Early Childhood N-3 (2840)	K	Kindergarten	8	100	0
791	Kelchner Linda	Spanish PK-12 (4490)	9	Spanish	8	100	0
792	Kellachow Jennifer	Online Instruction Program PK-12 (1184) , English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	3	Grade 3	8	100	0
793	Keller Benjamin	English 7-12 (3230)	11	English	8	100	0
794	Keller Jennifer	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600)	10-12	BCIT	8	100	0
795	Keller Toni-Lyn	Art PK-12 (1405)	1-2	Art	8	100	0
796	Kelley Michele	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	K	Kindergarten	8	100	0
797	Kelly Allison	Music PK-12 (7205) , Online Instruction Program PK-12 (1184)	K	Music	8	100	0
798	Kelly Colleen	Mathematics 7-12 (6800)	10-12	Math	8	100	0
799	Kelly Franca	Italian PK-12 (4430) , French PK-12 (4410)	10-12	French	8	100	0

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800	Kelly Garrett	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	Math	8	0	100
801	Kendra Ashley	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Special Education	8	100	0
802	Kepler Amber	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	9-12	Special Education	8	100	0
803	Kepple Heather	Health & Physical Educ PK-12 (4805) , General Science 7-12 (8450)	8	Science	8	100	0
804	Kerchner Brendan	Inst Technology Specialist PK-12 (1825) , Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Library Science PK-12 (6420)	9	BCIT	8	100	0
805	Kessel Ashley	English 7-12 (3230)	10	English	8	100	0
806	Kessell Danielle	Elementary K-6 (2810) , Special Education PK-12 (9225)	5	Itinerant Lrn Suppt	8	100	0
807	Ketterman Christina	Special Education PK-12 (9231) , Elementary K-6 (2810)	K-12	Grades K-12	8	100	0
808	Kiehl Alyssa	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	Itinerant Lrn Suppt	8	100	0
809	Killian Sherri	Grades PK-4 (2825)	2	Grade 2	8	100	0
810	Kimble Nathan	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
811	King Amelia	Social Studies 7-12 (8875) , English 7-12 (3230) , Reading Specialist PK-12 (7650)	7	Career Planning	8	100	0
812	Kingsbury Karissa	Biology 7-12 (8405) , Chemistry 7-12 (8420)	9	Biology	8	100	0
813	Kinley Samantha	Mathematics 7-12 (6800)	10-12	Math	8	100	0
814	Kioalicas Krista	Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	6-8	Itinerant Lrn Suppt	8	100	0
815	Kirsch Julie	Music PK-12 (7205)	8	Music	8	100	0
816	Klein Alyssa	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-5	Itinerant Lrn Suppt	8	100	0
817	Klein Alyssa	#N/A	K-5	Itinerant Lrn Suppt	8	100	0

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818	Kline Darren	Health & Physical Educ PK-12 (4805)	10-12	Health & Physical Education	8	100	0
819	Klins Zachary	Health & Physical Educ PK-12 (4805)	2	Health & Physical Education	8	100	0
820	Klobusnik Maura	Grades PK-4 (2825) , Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	3	Grade 3	8	100	0
821	Knause Tabitha	Mathematics 7-12 (6800) , Special Education PK-12 (9225) , Mathematics: Sec. Ed. 9-12 (16800) , Autism PK-12 (1180)	9-12	Itinerant Lrn Suppt	8	100	0
822	Knobloch Leah	Biology 7-12 (8405) , General Science 7-12 (8450)	8	Science	8	100	0
823	Knoch Courtney	Grades PK-4 (2825) , Special Education PK-8 (9226) , Soc and Emotionally Dist K-12 (19260)	9-12	Itinerant Lrn Suppt	8	100	0
824	Knott Nora	Music PK-12 (7205) , Principal PK-12 (1115)	6-8	Assistant Principal	8	100	0
825	Koehle Laura	Ment and/or Phys Handicapped K-12 (9235) , Supvr Special Education PK-12 (9215)	6-8	Supervisor	8	100	0
826	Kohlenburg Kaitlin	Music PK-12 (7205)	9	Music	8	100	0
827	Kohler Kimberly	Elementary K-6 (2810) , Special Education PK-8 (9226) , Supvr Special Education PK-12 (9215)	3	Itinerant Lrn Suppt	8	100	0
828	Kopa Shawna	Elementary K-6 (2810) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	6-8	Ft Autistic Support	8	100	0
829	Korba Jessica	Supvr Special Education PK-12 (9215) , Speech & Language Impaired PK-12 (9265)	K-12	Speech Suppt	8	100	0
830	Koup Annalise	#N/A	9	English	8	0	100
831	Koursari Maria	Grades PK-4 (2825)	K-2	Interventionist	8	100	0
832	Kraft Nathan	Mathematics 7-12 (6800)	9	Math	8	100	0
833	Krager Heather	English 7-12 (3230)	9	English	8	100	0
834	Krahe Joanne	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	9-12	Earth Science	8	100	0
835	Krahe Joanne	#N/A	9-12	Earth Science	8	100	0

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836	Krajewski Brianna	Elementary & Secondary School Counselor PK-12 (1839)	7	Counseling	8	100	0
837	Krasnoff Adam	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499)	8	English Language Dev	8	100	0
838	Kratz Ryan	English 7-12 (3230) , Citizenship 7-12 (8825)	11	English	8	100	0
839	Krause Anne	Mathematics 7-12 (6800)	8	Math	8	100	0
840	Krebs Angela	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	6	Itinerant Lrn Suppt	8	100	0
841	Kreiser Valerie	Elementary K-6 (2810)	4	Grade 4	8	100	0
842	Krevinas Jessica	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
843	Kroh Alexei	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
844	Krouse Heather	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	Grade 1	8	100	0
845	Krupa Tiffany	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	7	Special Education	8	100	0
846	Kump Kami	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	5	Grade 5	8	100	0
847	Kunkel Jena	Elementary K-6 (2810)	5	Grade 5	8	100	0
848	Kurzejewski Miranda	Nursery/Kindergarten N-K (12833) , Grades PK-4 (2825)	K	Kindergarten	8	100	0
849	Kutzner Beth	Music PK-12 (7205) , Principal PK-12 (1115)	K-5	Assistant Principal	8	100	0
850	Kuzmak Colleen	Elementary K-6 (2810)	4	Grade 4	8	100	0
851	Labar Hannah	#N/A	K-5	Itinerant Lrn Suppt	8	100	0
852	Ladislaw Christi	Health & Physical Educ PK-12 (4805)	9	Health & Physical Education	8	100	0
853	Lafferty Haley	Grades PK-4 (2825)	1	Grade 1	8	100	0
854	Lagowy Ann	Accounting 7-12 (1610) , Office Technologies 7-12 (1658)	12	BCIT	8	100	0
855	Laird Nancy	Biology 7-12 (8405) , General Science 7-12 (8450)	9	Biology	8	100	0
856	Lakitsky Kailee	English 7-12 (3230)	9	English	8	100	0
857	Landers Amy	Mathematics 7-12 (6800) , Physics 7-12 (8470)	9	Math	8	100	0

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858	Laratonda Devany	Learning Disabled K-12 (19245) , Grades PK-4 (2825)	K-12	Grades K-12	8	100	0
859	Larsen Kirsti	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600)	10-12	BCIT	8	100	0
860	Laster Joshua	#N/A	7	Math	8	0	100
861	Laszczyk Whitney	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Mid-Level Science 6-9 (2880)	8	Science	8	100	0
862	Latoche Jessica	Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	10-12	Science	8	100	0
863	Latranyi Maureen	Elementary K-6 (2810) , Master's Equivalency - (1185) , Elementary School Counselor K-6 (1836)	5	Grade 5	8	100	0
864	Lauff Mackenzie	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	8	Math	8	100	0
865	Laughner Braydon	Special Education PK-12 (9231)	9-12	Special Education	8	100	0
866	Laurenzi Maria	Special Education PK-12 (9225)	9	Itinerant Lrn Suppt	8	100	0
867	Lawrence Edward	English 7-12 (3230)	8	Ela	8	100	0
868	Lear Nichole	English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Elementary K-6 (2810)	7	Ela	8	100	0
869	Leary Kimberly	Mathematics 7-12 (6800)	10-12	Math	8	100	0
870	Leddy Elizabeth	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-5	Itinerant Emo Suppt	8	100	0
871	Lee Gregory	Grades PK-4 (2825) , Special Education PK-8 (9226) , Social Studies 7-12 (8875) , Special Education Expansion 7-12 (9229)	9-12	Itinerant Lrn Suppt	8	100	0
872	Leibowitz Brooke	English 7-12 (3230)	8	English	8	100	0
873	Leigh Justin	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499)	8	English Language Dev	8	100	0
874	Leinberger Kimberly	Grades PK-4 (2825)	K	Kindergarten	8	100	0
875	Lentz Bradley	Grades PK-4 (2825) , Special Education PK-12 (9231) , Social Studies 7-12 (8875)	9-12	Itinerant Lrn Suppt	8	100	0
876	Lesnefsky Michele	Grades 5-6 (2826) , Grades PK-4 (2825)	5	Grade 5	8	100	0
877	Lesniewski Christine	Grades PK-4 (2825)	2	Grade 2	8	100	0

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878	Lestari Putu Kartika	#N/A	10-12	Japanese	8	0	100
879	Letteer Lauren	#N/A	6-8	Ft Learning Support	8	100	0
880	Letterman Sarah	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6-8	Ela	8	100	0
881	Lewandowski Brian	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	5	Grade 5	8	100	0
882	Libby Janeace	Special Education 7-12 (9227) , Special Education PK-12 (9231) , Health & Physical Educ PK-12 (4805)	9-12	Special Education	8	100	0
883	Lichtenfels Patricia	Elementary K-6 (2810)	1	Grade 1	8	100	0
884	Lichtenwalner Ashleigh	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Lrn Suppt	8	100	0
885	Lick Amanda	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
886	Liebig Christi	Biology 7-12 (8405) , General Science 7-12 (8450)	8	Science	8	100	0
887	Ligenza Joseph	Health & Physical Educ PK-12 (4805)	10-12	Health & Physical Education	8	100	0
888	Lindblade Hope	Music PK-12 (7205)	6	Music	8	100	0
889	Linsenbach Samatha	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-8 (9226)	4	Grade 4	8	100	0
890	Lion Judith	Principal PK-12 (1115) , English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Family-Consumer Sci PK-12 (5600)	9-12	English Language Dev	8	100	0
891	Liples Ariana	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	Special Education	8	100	0
892	Little Edwards	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
893	Litzke Jeffrey	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
894	Liu Tzu-Han	Chinese PK-12 (4405)	10-12	Chinese	8	100	0
895	Lloyd Megan	Elementary K-6 (2810) , Library Science PK-12 (6420) , Reading Specialist PK-12 (7650) , Mid-Level English 6-9 (2850) , Principal PK-12 (1115)	6-7	Reading Intervention	8	100	0
896	Lock Angela	English 7-12 (3230)	8	Ela	8	100	0

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897	Loefflad Frederick	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Science	8	100	0
898	Loefflad Monika	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Itinerant Lrn Suppt	8	100	0
899	Long Nicole	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Online Instruction Program PK-12 (1184)	10-12	Science	8	100	0
900	Long Shana	Grades PK-4 (2825) , Special Education PK-8 (9226) , Reading Specialist PK-12 (7650)	9-12	Ft Autistic Support	8	100	0
901	Long Zachary	#N/A	5	Supp Lrn Suppt	8	100	0
902	Longenecker Thomas	Superintendent PK-12 (1150)	K-12	Superintendent	8	100	0
903	Longo Ashley	Grades PK-4 (2825)	3	Interventionist	8	100	0
904	Lubin Ryan	English 7-12 (3230)	11	English	8	100	0
905	Lucas Rachel	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Lrn Suppt	8	100	0
906	Lucas Wendy	Special Education PK-12 (9231)	8	Itinerant Lrn Suppt	8	100	0
907	Lundy Bobbi-Jo	Grades PK-4 (2825)	4	Grade 4	8	100	0
908	Lynch Alisa	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	6-8	Math	8	0	100
909	Lynch Zoe	Music PK-12 (7205)	5	Music	8	100	0
910	Lyons Mollie	Grades PK-4 (2825)	4	Grade 4	8	100	0
911	Mack Kenesta	Special Education PK-12 (9225) , Principal PK-12 (1115)	K-12	Special Education Supervisor	8	100	0
912	Magnot Jessie	Mathematics 7-12 (6800) , Principal PK-12 (1115)	6-8	Assistant Principal	8	100	0
913	Magorien Gary	Social Studies 7-12 (8875) , Principal PK-12 (1115) , Superintendent PK-12 (1150)	9-12	Assistant Principal	8	100	0
914	Maguire Shannon	Grades PK-4 (2825)	6-8	Special Education	8	0	100
915	Mahler Stephen	Communications 7-12 (3200) , Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	8	Ela	8	100	0

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916	Maholick Elizabeth	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , Library Science PK-12 (6420)	8	Science	8	100	0
917	Mahosky Chelsea	English as a Second Language (ESL) PK-12 (4499) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	K-5	English Language Dev	8	100	0
918	Malave Jenna	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650)	5	Grade 5	8	100	0
919	Maleski Taryn	Mathematics 7-12 (6800) , Online Instruction Program PK-12 (1184)	9	Math	8	100	0
920	Malingowski Jenna	Grades PK-4 (2825)	3	Grade 3	8	100	0
921	Malloy Jennifer	Library Science PK-12 (6420) , Elementary K-6 (2810)	5	Grade 5	8	100	0
922	Malore Robin	Instructional Coach PK-12 (1182) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K	Kindergarten	8	100	0
923	Mangan Sean	Bus-Computer-Info Tech PK-12 (1603) , English 7-12 (3230) , Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
924	Manifold Stanley	Elementary K-6 (2810) , Special Education PK-12 (9225)	10-12	Itinerant Lrn Suppt	8	100	0
925	Manning Stephanie	Health & Physical Educ PK-12 (4805)	4-5	Health & Physical Education	8	100	0
926	Manno Pritt Isabella	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	K-5	Interventionist	8	100	0
927	Marci Lindsey	Biology 7-12 (8405)	7	Science	8	100	0
928	Marcinko Julia	Music PK-12 (7205)	8	Music	8	100	0
929	Marcus Suzanne	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499)	9-12	Itinerant Emo Suppt	8	100	0
930	Mariano Rocco	Biology 7-12 (8405)	10-12	Science	8	100	0
931	Markowski Stefanie	Grades PK-4 (2825) , Special Education PK-8 (9226) , Social Emotional and Behavioral Wellness PK-12 (1192)	5	Itinerant Lrn Suppt	8	100	0

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932	Marks Daniel	Principal PK-12 (1115) , Communications 7-12 (3200) , Social Studies 7-12 (8875)	9-12	Assistant Principal	8	100	0
933	Marques Tara	Grades PK-4 (2825)	4	Grade 4	8	100	0
934	Marsh Mary	Biology 7-12 (8405) , General Science 7-12 (8450)	10-12	Biology	8	100	0
935	Marsh Rose	Mid-Level Science 6-9 (2880) , Biology 7-12 (8405) , Health & Physical Educ PK-12 (4805) , Special Education PK-12 (9225) , Supvr Curriculum & Inst PK-12 (2915)	9	Biology	8	100	0
936	Martin Alycia	Grades PK-4 (2825)	3	Grade 3	8	100	0
937	Martin Audrey	Mid-Level English 6-9 (2850) , English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490) , Mid-Level Science 6-9 (2880)	9	Spanish	8	100	0
938	Martin Jennifer	Elementary K-6 (2810)	5	Grade 5	8	100	0
939	Martin Katey	Art PK-12 (1405) , Principal PK-12 (1115) , Family-Consumer Sci PK-12 (5600)	K-5	Assistant Principal	8	100	0
940	Martin Marie	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	3	Grade 3	8	100	0
941	Martinez Chelsea	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
942	Martinez Joseph	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6-8	Math	8	100	0
943	Martin-Page Cari	English 7-12 (3230)	8	Ela	8	100	0
944	Maselko Bianca	English 7-12 (3230)	11	English	8	100	0
945	Mash Emily	English 7-12 (3230) , Mathematics 7-12 (6800) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225) , Master's Equivalency - (1185)	9-12	Special Education	8	100	0
946	Mason Julia	English 7-12 (3230)	9-12	English	8	100	0
947	Massack Victoria	English 7-12 (3230)	7	Ela	8	100	0
948	Mastrian Katherine	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	Grade 2	8	100	0

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949	Matechak Brittany	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	Special Education	8	100	0
950	Mateljan Kelly	Grades PK-4 (2825)	5	Grade 5	8	0	100
951	Matrishion Deanna	English 7-12 (3230)	10	English	8	100	0
952	Matthews Barbara	Music PK-12 (7205)	9	Music	8	100	0
953	Mattos Timmy	Soc and Emotionally Dist K-12 (19260) , Special Education PK-12 (9231)	9	Itinerant Lrn Suppt	8	100	0
954	Mauro Tia	Technology Education PK-12 (6075)	10-12	Interior Design	8	100	0
955	Mausteller Amber	Biology 7-12 (8405) , Chemistry 7-12 (8420)	10-12	Chemistry	8	100	0
956	Maya Tara	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	Itinerant Emo Suppt	8	100	0
957	Mazur Alannah	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	Grade 1	8	100	0
958	Mazza Valerie	Elementary K-6 (2810) , Music PK-12 (7205)	5	Music	8	100	0
959	Mccabe Jocelyn	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	3	Grade 3	8	50	50
960	Mccabe Jocelyn	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	5	Grade 5	8	0	50
961	Mccarthy Alexis	Health & Physical Educ PK-12 (4805)	7	Health & Physical Education	8	100	0
962	Mccormick Therese	English 7-12 (3230)	7	Ela	8	100	0
963	Mccoullum William	Supvr Curriculum & Inst PK-12 (2915) , Mathematics 7-12 (6800) , Principal PK-12 (1115) , Inst Technology Specialist PK-12 (1825)	9	Math	8	100	0
964	Mccoy George	Principal PK-12 (1115) , Supvr Curriculum & Inst PK-12 (2915) , Biology 7-12 (8405) , General Science 7-12 (8450)	9-12	Assistant Principal	8	100	0
965	Mccullough Leeann	Biology 7-12 (8405) , Elementary K-6 (2810) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	9-12	Special Education	8	100	0

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966	Mccurdy Elizabeth	English 7-12 (3230)	7	Ela	8	100	0
967	Mccutcheon Stephanie	Elementary K-6 (2810)	1	Grade 1	8	100	0
968	Mcdevitt Daniel	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
969	Mcdonald Erin	Social Studies 7-12 (8875) , English 7-12 (3230)	12	English	8	100	0
970	Mcdonough Cynthia	Principal PK-12 (1115) , Biology 7-12 (8405)	9-12	Biology	8	100	0
971	Mcdonough Mickalena	Grades PK-4 (2825) , Elementary K-6 (2810)	K-5	Interventionist	8	100	0
972	Mcgee Jamie	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	9-12	Supervisor	8	100	0
973	Mcglauflin Michelle	Technology Education PK-12 (6075)	6	Career Planning	8	100	0
974	Mcgoldrick Lea Anne	Art PK-12 (1405)	7	Art	8	100	0
975	Mcgowan Elizabeth	Principal PK-12 (1115) , Grades PK-4 (2825) , Grades 5-6 (2826)	5	Grade 5	8	100	0
976	Mcgowan James	#N/A	10-12	American Sign Language	8	0	100
977	Mcguiney Eric	#N/A	6-8	Health/Pe	8	100	0
978	Mcguire Amanda	Elementary K-6 (2810)	K	Kindergarten	8	100	0
979	Mcgurgan Jill	Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	6	Ela	8	100	0
980	Mchale Angela	Elementary K-6 (2810) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades PK-4 (2825)	5	Grade 5	8	100	0
981	Mckenzie Danielle	Biology 7-12 (8405)	9	Biology	8	100	0
982	Mckeon Jill	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Special Education PK-12 (9225)	8	Special Education	8	100	0
983	Mclaughlin Nicholas	Social Studies 7-12 (8875) , English 7-12 (3230)	12	English	8	100	0
984	Mclaughlin Scott	Biology 7-12 (8405)	9-12	Science	8	100	0
985	Mcmahon Nicole	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Itinerant Emo Suppt	8	100	0

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986	Mcmillen Heather	Grades PK-4 (2825) , Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
987	Mcmurray Erin	Health & Physical Educ PK-12 (4805)	8	Health & Physical Education	8	100	0
988	Mcmynne Robyn	Ment and/or Phys Handicapped K-12 (9235)	9-12	Special Education	8	100	0
989	Mcquillan Catherine	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
990	Mead Megan	Elementary K-6 (2810)	3	Grade 3	8	100	0
991	Mealy Jessica	English 7-12 (3230)	11	English	8	100	0
992	Meglio Gina	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Ft Life Skills	8	100	0
993	Mehalko Melissa	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Ft Emotional Support	8	100	0
994	Mellott Dawn	Master's Equivalency - (1185) , Mathematics 7-12 (6800) , General Science 7-12 (8450)	8	Math	8	100	0
995	Mendicino Valerie	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades 5-6 (2826) , Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	Itinerant Emo Suppt	8	100	0
996	Menzoff Katelyn	Grades PK-4 (2825)	4	Grade 4	8	100	0
997	Merola Lauren	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
998	Meslener Marcus	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
999	Messick Hilary	English 7-12 (3230) , Social Studies 7-12 (8875)	8	Social Studies	8	100	0
1000	Messner Katherine	Grades PK-4 (2825) , Special Education PK-8 (9226) , Reading Specialist PK-12 (7650) , Library Science PK-12 (6420)	K	Kindergarten	8	100	0
1001	Metro Kelly	Autism PK-12 (1180) , Elementary K-6 (2810) , Special Education PK-12 (9225)	6-8	Itinerant Lrn Suppt	8	100	0

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1002	Metz-Cherne Emily	English 7-12 (3230) , Spanish PK-12 (4490)	10-12	Spanish	8	100	0
1003	Metzger Melissa	Elementary K-6 (2810)	K	Kindergarten	8	100	0
1004	Meyer Ashley	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	1	Grade 1	8	100	0
1005	Michael Nicole	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1006	Michael Stephanie	Principal PK-12 (1115) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	K-5	Assistant Principal	8	100	0
1007	Michener Joseph	Bus-Computer-Info Tech PK-12 (1603) , Social Studies 7-12 (8875) , Principal PK-12 (1115)	9	Social Studies	8	100	0
1008	Michlovsky Candace	Principal PK-12 (1115) , Mathematics 7-12 (6800)	10-12	Math	8	100	0
1009	Middaugh Alexis	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	Grade 2	8	100	0
1010	Mikolajczyk Elizabeth	Grades PK-4 (2825) , Principal PK-12 (1115) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	K-5	Assistant Principal	8	100	0
1011	Milam Amanda	Art PK-12 (1405)	8	Art	8	100	0
1012	Miller Allison	Grades PK-4 (2825) , English as a Second Language (ESL) PK-12 (4499)	2	Grade 2	8	100	0
1013	Miller Amy	Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	8	Special Education	8	100	0
1014	Miller Beth	English 7-12 (3230)	10-12	English	8	100	0
1015	Miller Corinne	Elementary K-6 (2810)	4	Grade 4	8	100	0
1016	Miller Gemma	Health & Physical Educ PK-12 (4805)	K-12	Health & Physical Education	8	100	0
1017	Miller Janna	Mathematics 7-12 (6800)	7	Math	8	100	0
1018	Miller Kayla	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Special Education	8	100	0
1019	Miller Lindsey	English 7-12 (3230)	7	Ela	8	100	0
1020	Miller Michael	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1021	Miller Rachael	Cooperative Ed. 7-12 (2361) , Cosmetology 7-12 (2023)	10-12	Cosmetology	8	100	0

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1022	Miller Rachel	Elementary School Counselor K-6 (1836)	K-5	Counseling	8	100	0
1023	Miller Sarah	Art PK-12 (1405)	9	Art	8	100	0
1024	Miller Stacy	Elementary K-6 (2810)	4	Grade 4	8	100	0
1025	Miller Tracy	Elementary K-6 (2810) , Special Education PK-12 (9225) , Nursery/Kindergarten N-K (12833)	9	Itinerant Lrn Suppt	8	100	0
1026	Milliken Kaitlyn	Health & Physical Educ PK-12 (4805)	6	Health & Physical Education	8	100	0
1027	Milton Melanie	Grades PK-4 (2825) , Grades 5-6 (2826)	6	Math	8	100	0
1028	Mistretta Lindsay	Special Education 7-12 (9227) , English 7-12 (3230)	9-12	Special Education	8	100	0
1029	Mohler Ryland	#N/A	9	Business	8	0	100
1030	Monaco Tanya	Elementary K-6 (2810)	4	Grade 4	8	100	0
1031	Monfiletto Joanne	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1032	Monos Todd	Superintendent PK-12 (1150) , Supvr Curriculum & Inst PK-12 (2915) , Elementary K-6 (2810) , Principal PK-12 (1115)	9-12	Assistant Principal	8	100	0
1033	Monroig Marta	Principal PK-12 (1115) , Elementary K-6 (2810)	K-5	Assistant Principal	8	100	0
1034	Monson Abby	Mathematics 7-12 (6800)	9	Math	8	100	0
1035	Montgomery Erica	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	Special Education	8	100	0
1036	Mooney John	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	6-8	Supervisor	8	100	0
1037	Moore Clare	Family-Consumer Sci PK-12 (5600) , Health & Physical Educ PK-12 (4805)	K-1	Health & Physical Education	8	100	0
1038	Moore Debra	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9	Special Education	8	100	0
1039	Moran Celia	#N/A	2	Art	8	0	100
1040	Mordan Jan	Elementary K-6 (2810) , Music PK-12 (7205) , English as a Second Language (ESL) PK-12 (4499)	3	Music	8	100	0
1041	Morgan Mackenzie	Art PK-12 (1405)	10-12	Art	8	100	0

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1042	Morgan Monica	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	7	Math	8	100	0
1043	Morris Shannon	Elementary & Secondary School Counselor PK-12 (1839) , Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
1044	Morrow Daniel	Principal PK-12 (1115) , Music PK-12 (7205)	9-12	Assistant Principal	8	100	0
1045	Morrow Lisa	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Reading Specialist PK-12 (7650) , English 7-12 (3230) , Special Education PK-12 (9225)	12	Special Education	8	100	0
1046	Moseley Lauren	Elementary K-6 (2810) , Special Education PK-12 (9225)	3	Grade 3	8	100	0
1047	Moser Diane	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , Mid-Level Science 6-9 (2880) , Physics 7-12 (8470)	10-12	Physics	8	100	0
1048	Moser Jessica	Biology 7-12 (8405) , General Science 7-12 (8450) , Special Education PK-12 (9225)	9	Biology	8	100	0
1049	Moss Joseph	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1050	Moyer Jeffrey	Health & Physical Educ PK-12 (4805)	4-5	Health & Physical Education	8	100	0
1051	Mueller Cynthia	Elementary K-6 (2810)	3	Grade 3	8	100	0
1052	Mulholland Nicholas	Soc and Emotionally Dist K-12 (19260) , Special Education PK-12 (9231)	9	Itinerant Lrn Suppt	8	100	0
1053	Mullins Kristen	Elementary K-6 (2810) , Special Education PK-12 (9225)	6	Special Education	8	100	0
1054	Munley Katrina	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1055	Murdock Ryan	Bus-Computer-Info Tech PK-12 (1603) , Elementary K-6 (2810)	9	BCIT	8	100	0
1056	Murk Katelyn	English 7-12 (3230)	10	English	8	100	0

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1057	Murlatt Alicia	Music PK-12 (7205) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	Ft Life Skills	8	100	0
1058	Murphy Krystal	Biology 7-12 (8405) , General Science 7-12 (8450)	10-12	Science	8	100	0
1059	Murphy Michael	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1060	Murray Emily	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	5	Grade 5	8	100	0
1061	Musgrove Holliann	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	3-5	Ft Autistic Support	8	100	0
1062	Musher Kristin	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Ft Life Skills	8	100	0
1063	Musser David	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499)	7	Special Education	8	100	0
1064	Musser Kelly	Social Studies 7-12 (8875) , Principal PK-12 (1115)	7	Principal	8	100	0
1065	Musto Shari	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9	Special Education	8	100	0
1066	Myers Amanda	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1067	Myers Anna	Elementary K-6 (2810)	2	Grade 2	8	100	0
1068	Myers Kali	English 7-12 (3230)	7	Ela	8	100	0
1069	Myers Melissa	Mathematics 7-12 (6800)	9	Math	8	100	0
1070	Myers Nathan	Master's Equivalency - (1185) , Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Physics 7-12 (8470)	10-12	Earth Science	8	100	0
1071	Mylen Jodie	Grades PK-4 (2825)	3	Grade 3	8	100	0
1072	Naculich Brittany	Mathematics 7-12 (6800)	10-12	Math	8	100	0

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1073	Nadzan Melissa	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	6	Itinerant Lrn Suppt	8	100	0
1074	Nagle Emily	Nursery/Kindergarten N-K (12833) , Elementary K-6 (2810)	4	Grade 4	8	100	0
1075	Nale Michael	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Non-Certified Educator PK-12 (20000)	5	Grade 5	8	100	0
1076	Nalesnik Jacen	Social Studies 7-12 (8875) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Math	8	100	0
1077	Nanassy Clayton	Chemistry 7-12 (8420), Mathematics 7-12 (6800)	9-12	Algebra	8	100	0
1078	Nash Sydney	Grades PK-4 (2825) , Master's Equivalency - (1185) , Special Education PK-12 (9231)	6-8	Itinerant Lrn Suppt	8	100	0
1079	Nauman Daniel	Social Studies 7-12 (8875)	8	Social Studies	8	100	0
1080	Naylor Dana	Principal PK-12 (1115) , Elementary K-6 (2810) , Mathematics 7-12 (6800) , Mid-Level Mathematics 6-9 (2860)	9	Math	8	100	0
1081	Nehring Amy	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Reading Specialist PK-12 (7650)	7	Reading Intervention	8	100	0
1082	Nelson Evia	#N/A	9-12	Math	8	0	100
1083	Nemes Kelly	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
1084	Nesfeder Michele	#N/A	10-12	Science/Sports Med	8	0	100
1085	Nestico Nicole	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	Itinerant Lrn Suppt	8	100	0
1086	Nettles Katiera	Biology 7-12 (8405) , Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	K-1	Health & Physical Education	8	100	0
1087	Neubert Melissa	Elementary K-6 (2810)	3-5	Grade 3	8	100	0
1088	Newell Robert	English 7-12 (3230)	8	Career Planning	8	100	0
1089	Nezat-Pyne Alecia	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
1090	Nguyen Jamie	Elementary K-6 (2810) , Special Education PK-12 (9225)	K-2	Ft Autistic Support	8	100	0

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1091	Nguyen Vicky	Master's Equivalency - (1185) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	5	English Language Dev	8	100	0
1092	Nickler Suzanne	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810)	3	Grade 3	8	100	0
1093	Niemiec Aubree	#N/A	9-12	Earth Science	8	100	0
1094	Niemiec Michele	Grades PK-4 (2825)	3	Grade 3	8	100	0
1095	Nihoff Danielle	Special Education 7-12 (9227), Grades PK-4 (2825), Special Education PK-8 (9226), Special Education Expansion 7-12 (9229)	12	Special Education	8	100	0
1096	Niklaus Lenae	Physics 7-12 (8470) , General Science 7-12 (8450)	10-12	Science	8	100	0
1097	Nissley Anna	English 7-12 (3230)	10	English	8	100	0
1098	Nitto Susan	Elementary K-6 (2810)	2	Grade 2	8	100	0
1099	Nocera Brittney	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
1100	Noldy Mirhia	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English 7-12 (3230) , Principal PK-12 (1115) , English as a Second Language (ESL) PK-12 (4499)	7	English Language Dev	8	100	0
1101	Normil Amber	Elementary K-6 (2810) , Library Science PK-12 (6420) , Mid-Level Mathematics 6-9 (2860) , Certificate of Preliminary Education - (10000)	6	Math	8	100	0
1102	Norwood Jennifer	English 7-12 (3230) , Reading Specialist PK-12 (7650)	7	Reading Intervention	8	100	0
1103	Noss Leora	Grades PK-4 (2825)	9	Itinerant Lrn Suppt	8	100	0
1104	Nugent Alissa	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Grade 4	8	100	0
1105	Nunez Samantha	English 7-12 (3230)	7	Ela	8	100	0
1106	Nuss Abigail	Social Studies 7-12 (8875)	6	Music	8	0	25
1107	Nuss Abigail	Social Studies 7-12 (8875)	7	Social Studies	8	50	50
1108	Nuss Abigail	Social Studies 7-12 (8875)	8	Ela	8	0	25
1109	O'Black Shannon	Biology 7-12 (8405)	7	Science	8	100	0
1110	O'Boyle Kyleigh	Mathematics 7-12 (6800) , Special Education 7-12 (9227)	10-12	Math	8	100	0

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1111	Obrien Brandy	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education 7-12 (9227)	6-8	Special Education	8	100	0
1112	O'Brien Melissa	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Itinerant Lrn Suppt	8	100	0
1113	O'Brien Sarah	Family-Consumer Sci PK-12 (5600) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	1	Grade 1	8	100	0
1114	Odell Sarah	Early Childhood N-3 (2840)	K	Kindergarten	8	100	0
1115	O'Farrill Vanessa	Grades PK-4 (2825) , Elementary Education K-8 (12810) , Reading Specialist PK-12 (7650)	K-5	Interventionist	8	100	0
1116	O'Leary Kaitlin	English 7-12 (3230)	9	English	8	100	0
1117	Olivetti Dreon	English as a Second Language (ESL) PK-12 (4499) , Art PK-12 (1405) , Art K-12 (11405) , Elementary Education K-8 (12810) , Nursery/Kindergarten N-K (12833)	6	Art	8	100	0
1118	Ometz Tara	Mathematics 7-12 (6800)	9	Math	8	100	0
1119	O'Neill Laura	Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	6-8	Science	8	100	0
1120	Orcutt Michelle	Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	K-12	Vice Provost	8	100	0
1121	Oressey Mark	All Instructional Areas PK-12 (-96) , Health & Physical Educ PK-12 (4805)	10-12	Health & Physical Education	8	100	0
1122	Orsulak Michele	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	1	English Language Dev	8	100	0
1123	Ortiz De Montellano Valero Fabricio	English as a Second Language (ESL) PK-12 (4499) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Grades PK-4 (2825) , Social Studies 7-12 (8875) , Spanish PK-12 (4490)	10-12	Spanish	8	100	0
1124	Orzel Kaitlin	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Ft Life Skills	8	100	0

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1125	Osborne Karen	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Social Studies 7-12 (8875) , Special Education PK-12 (9225)	9-12	Special Education	8	100	0
1126	Ospina Kelly	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , English as a Second Language (ESL) PK-12 (4499)	K-5	English Language Dev	8	100	0
1127	Ossont Justin	#N/A	9	Social Studies	8	0	100
1128	Ostinowsky Joseph	Health & Physical Educ PK-12 (4805)	9	Health & Physical Education	8	100	0
1129	Ostrowski Cheryl	Mid-Level English 6-9 (2850) , Elementary K-6 (2810)	1	Grade 1	8	100	0
1130	O'Toole Kaitlyn	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1131	Pachucy George	Bus-Computer-Info Tech PK-12 (1603)	10-12	BCIT	8	100	0
1132	Pacuch Jeffrey	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1133	Pakstis Carla	Communications 7-12 (3200) , Elementary K-6 (2810) , English 7-12 (3230) , Safety Ed/Driver Ed 7-12 (5215) , Special Education PK-12 (9225)	9-12	Special Education	8	100	0
1134	Palmer Ashley	Grades 5-6 (2826) , Grades PK-4 (2825)	1	Grade 1	8	100	0
1135	Palmer Brandi	Elementary K-6 (2810)	2	Grade 2	8	100	0
1136	Palomba Diana	English 7-12 (3230)	11	English	8	100	0
1137	Palyo Daniel	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1138	Palyo Tammy	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1139	Paploomatas Jennifer	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100)	6	Math	8	100	0
1140	Pappaterri Kristina	Biology 7-12 (8405)	9	Biology	8	100	0
1141	Parks Samantha	English 7-12 (3230) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	7	Ela	8	100	0
1142	Parricelli Kierstin	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Science	8	100	0

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1143	Paskaitis Vanessa	Bus-Computer-Info Tech PK-12 (1603)	10-12	BCIT	8	100	0
1144	Paskovitch Carol	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499)	9-12	Itinerant Lrn Suppt	8	100	0
1145	Pasquarella Kelly	Elementary K-6 (2810)	6	Ela	8	100	0
1146	Passeri Lisa	Bus-Computer-Info Tech PK-12 (1603)	10-12	BCIT	8	100	0
1147	Patla Jennifer	Elementary K-6 (2810)	2	Grade 2	8	100	0
1148	Paul Kyle	Grades PK-4 (2825) , Special Education PK-8 (9226) , Supvr Special Education PK-12 (9215)	K-12	Special Education Supervisor	8	100	0
1149	Pauley Colleen	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	Special Education	8	100	0
1150	Pauley Jonathan	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Intinerant Lrn Suppt	8	100	0
1151	Pauly Melody	Mathematics 7-12 (6800)	9	Math	8	100	0
1152	Pavese Jaclyn	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	Ft Learning Support	8	100	0
1153	Pavlik Ashlyn	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Itinerant Lrn Suppt	8	100	0
1154	Pawelski Juliet	Spanish PK-12 (4490)	9	Spanish	8	100	0
1155	Pawlik Trevor	Chemistry 7-12 (8420)	10-12	Chemistry	8	100	0
1156	Pawloski Sara	Grades 5-6 (2826) , Grades PK-4 (2825)	5	Grade 5	8	100	0
1157	Pawlowski Brooke	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Emo Suppt	8	100	0
1158	Pearson-Tuell Christina	Principal PK-12 (1115) , Early Childhood N-3 (2840)	K-5	Assistant Principal	8	100	0
1159	Peda Joann	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	7	Science	8	100	0
1160	Pelletier Robert	Health & Physical Educ PK-12 (4805)	10-12	Health & Physical Education	8	100	0
1161	Pelo Adrienne	Elementary K-6 (2810)	4	Grade 4	8	100	0

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1162	Penrod Emily	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Special Education	8	100	0
1163	Perez Kristin	Special Education PK-12 (9231)	K-12	Grades K-12	8	100	0
1164	Perkins Ellen	Music PK-12 (7205)	9	Music	8	100	0
1165	Perkins Michael	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Special Education PK-8 (9226)	8	Special Education	8	100	0
1166	Perrotto Anthony	Principal PK-12 (1115) , Social Studies 7-12 (8875)	9-12	Assistant Principal	8	100	0
1167	Pesavento Jacqueline	Grades PK-4 (2825)	8	Math	8	0	100
1168	Peters Laura	Hearing Impaired PK-12 (9205) , Home and School Visitor PK-12 (1850)	9	American Sign Language	8	100	0
1169	Peters Melanie	Elementary K-6 (2810) , English 7-12 (3230)	5	Grade 5	8	100	0
1170	Petersen Deborah	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	6	Itinerant Lrn Suppt	8	100	0
1171	Petrole Meghan	Health & Physical Educ PK-12 (4805)	8	Health & Physical Education	8	100	0
1172	Petrunak Julianne	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499)	9-12	Itinerant Lrn Suppt	8	100	0
1173	Petrunak Robert	Biology 7-12 (8405) , Chemistry 7-12 (8420) , General Science 7-12 (8450)	9	Biology	8	100	0
1174	Petula Patricia	English 7-12 (3230)	10	English	8	100	0
1175	Pfeiffer Sarah	Mathematics 7-12 (6800)	8	Math	8	100	0
1176	Pham Nam	Elementary K-6 (2810) , Principal PK-12 (1115)	6-8	Assistant Principal	8	100	0
1177	Phillips Erin	English 7-12 (3230) , Mathematics 7-12 (6800) , Music PK-12 (7205)	10	Math	8	100	0
1178	Phillips Erin	English as a Second Language (ESL) PK-12 (4499) , Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1179	Phillips Lindsay	Early Childhood N-3 (2840) , Special Education PK-12 (9225) , Autism PK-12 (1180)	3-5	Ft Life Skills	8	100	0

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1180	Phillips Mary	English 7-12 (3230) , Reading Specialist PK-12 (7650)	11	English	8	100	0
1181	Phillips Weston	Biology 7-12 (8405)	7	Science	8	100	0
1182	Pierce Erin	Special Education PK-12 (9225)	9-12	Itinerant Emo Suppt	8	100	0
1183	Piligno Alisha	English 7-12 (3230)	9	English	8	100	0
1184	Pisczek Heather	Hearing Impaired PK-12 (9205) , Visually Impaired PK-12 (9290)	K-12	Grades K-12	8	100	0
1185	Plank Nicholas	Bus-Computer-Info Tech PK-12 (1603) , Mid-Level Mathematics 6-9 (2860) , Safety Ed/Driver Ed 7-12 (5215)	10-12	BCIT	8	100	0
1186	Plassio Michael	Bus-Computer-Info Tech PK-12 (1603) , Social Studies 7-12 (8875)	10-12	BCIT	8	100	0
1187	Plummer Jennifer	Elementary K-6 (2810)	6	Ela	8	100	0
1188	Plummer Tawne	English 7-12 (3230)	10	English	8	100	0
1189	Plyler Shannon	Reading Specialist PK-12 (7650) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9	Itinerant Lrn Suppt	8	100	0
1190	Podskoch Jessica	English 7-12 (3230) , Special Education 7-12 (9227)	12	English	8	100	0
1191	Polachek Davis Katherine	Social Studies 7-12 (8875)	6	Social Studies	8	100	0
1192	Polaha Brian	Elementary K-6 (2810)	6	Social Studies	8	100	0
1193	Polaha Selene	Elementary K-6 (2810) , Special Education PK-12 (9225)	K-5	Itinerant Lrn Suppt	8	100	0
1194	Pollits Emily	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	7	Special Education	8	100	0
1195	Pollner Andrew	Bus-Computer-Info Tech PK-12 (1603) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
1196	Polly Keith	Elementary K-6 (2810)	5	Grade 5	8	100	0
1197	Pond Heather	Mathematics 7-12 (6800) , Grades PK-4 (2825) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	Math	8	100	0
1198	Porr Joseph	#N/A	6	Social Studies	8	100	0
1199	Porter Terri	English 7-12 (3230)	10	English	8	100	0
1200	Potechko Elizabeth	Social Studies 7-12 (8875)	6	Social Studies	8	100	0

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1201	Potter Gina	Elementary K-6 (2810)	5	Grade 5	8	100	0
1202	Potts Caterina	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Ft Life Skills	8	100	0
1203	Poydence Raechel	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	Ft Autistic Support	8	100	0
1204	Pressley Amber	Special Education PK-12 (9231)	9-12	Itinerant Emo Suppt	8	100	0
1205	Preston Christine	Family-Consumer Sci PK-12 (5600) , Earth and Space Science 7-12 (8440) , Environmental Educ PK-12 (4820) , General Science 7-12 (8450) , Bus-Computer-Info Tech PK-12 (1603) , Reading Specialist PK-12 (7650) , Health PK-12 (4810) , Biology 7-12 (8405) , Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235) , Mid-Level Science 6-9 (2880) , English 7-12 (3230)	9	Biology	8	100	0
1206	Presutti Melissa	Special Education PK-8 (9226) , Elementary K-6 (2810) , Nursery/Kindergarten N-K (12833)	K-2	Ft Autistic Support	8	100	0
1207	Price Erin	Music PK-12 (7205)	2	Music	8	100	0
1208	Primus Aimee	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	3-4	Art	8	0	100
1209	Prisuta Bruce	Health & Physical Educ PK-12 (4805)	7	Health & Physical Education	8	100	0
1210	Probst Joshua	Biology 7-12 (8405) , Chemistry 7-12 (8420)	10-12	Science	8	100	0
1211	Prodente-Jackson Angela	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-8 (9226)	4	Grade 4	8	100	0
1212	Puffenberger Brittany	Elementary K-6 (2810) , Mid-Level English 6-9 (2850)	5	Grade 5	8	100	0
1213	Pugh Morgan	Special Education PK-8 (9226) , Grades PK-4 (2825) , English as a Second Language (ESL) PK-12 (4499)	6-8	Ft Life Skills	8	100	0
1214	Pugliano Jessica	Bus-Computer-Info Tech PK-12 (1603) , Music PK-12 (7205)	10-12	Music	8	100	0
1215	Purdy Marcy	Mathematics 7-12 (6800)	9-12	Math	8	100	0

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1216	Putnam Jessica	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Special Education	8	100	0
1217	Putt Tori	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1218	Quinn Mark	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Special Education PK-8 (9226)	8	Science	8	100	0
1219	Rabbitt-Woods Ann	Elementary K-6 (2810)	K-5	Interventionist	8	100	0
1220	Raco Anthony	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1221	Radel Isabel	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Lrn Suppt	8	100	0
1222	Radico Lauren	Elementary K-6 (2810) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	9	Itinerant Lrn Suppt	8	100	0
1223	Rain Victoria	Social Studies 7-12 (8875)	6	Social Studies	8	100	0
1224	Ramos Laurel	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Nursery/Kindergarten N-K (12833)	8	Ela	8	100	0
1225	Ramp-Oliver Christine	Ment and/or Phys Handicapped K-12 (9235) , Supvr Special Education PK-12 (9215)	9	Itinerant Lrn Suppt	8	100	0
1226	Raymond Kirsten	Health PK-12 (4810) , Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Family-Consumer Sci PK-12 (5600) , Biology 7-12 (8405) , Earth and Space Science 7-12 (8440)	10-12	Earth Science	8	100	0
1227	Read Christie	Grades PK-4 (2825)	K	Kindergarten	8	100	0
1228	Reahm Laura	Special Education PK-12 (9225)	8	Special Education	8	100	0
1229	Reed Jennifer	English 7-12 (3230)	10	English	8	100	0
1230	Reed Suzanne	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	6-8	Itinerant Lrn Suppt	8	100	0
1231	Reedy Sarah	#N/A	11-12	BCIT	8	0	100
1232	Refice Lindsey	Grades PK-4 (2825)	1	Grade 1	8	100	0
1233	Regina Casey	Mathematics 7-12 (6800) , Mid-Level Science 6-9 (2880) , Principal PK-12 (1115)	9	Math	8	100	0

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1234	Reich Michelle	Biology 7-12 (8405)	10-12	Science	8	100	0
1235	Reid Crystal	#N/A	9-12	Math	8	100	0
1236	Reid Heidi	Grades PK-4 (2825) , Special Education PK-8 (9226) , English as a Second Language (ESL) PK-12 (4499)	6	Special Education	8	100	0
1237	Reid Kelli	Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	8	Science	8	100	0
1238	Reilly Stephanie	Grades PK-4 (2825) , Special Education PK-8 (9226) , Supvr Special Education PK-12 (9215) , Special Education Expansion 7-12 (9229)	9-12	Learning Support	8	100	0
1239	Reinheimer Zachary	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1240	Reisinger Alexis	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1241	Remai Stephen	Mathematics 7-12 (6800) , Mathematics: Sec. Ed. 9-12 (16800)	10-12	Math	8	100	0
1242	Rommel Lori	Master's Equivalency - (1185) , Art PK-12 (1405) , English as a Second Language (ESL) PK-12 (4499)	8	Art	8	100	0
1243	Rhan Sarah	Music PK-12 (7205)	6	Music	8	100	0
1244	Rhine Heather	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225) , Supvr Special Education PK-12 (9215)	9-12	Ft Learning Support	8	100	0
1245	Rhoades Tracie	Mid-Level English 6-9 (2850) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Special Education	8	100	0
1246	Rhoads Rachel	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Math	8	100	0
1247	Ricci Jenna	Biology 7-12 (8405) , Environmental Educ PK-12 (4820)	9-12	Science	8	100	0
1248	Richards Erin	English 7-12 (3230)	8	Ela	8	100	0
1249	Richards Sarah	Elementary K-6 (2810) , Spanish PK-12 (4490)	K-5	Interventionist	8	100	0
1250	Richards Tiffany	Elementary K-6 (2810) , Special Education PK-12 (9225)	9	Special Education	8	100	0
1251	Rieger Jennifer	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	K	Kindergarten	8	100	0
1252	Riggatire Melissa	Art PK-12 (1405)	2	Art	8	100	0

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1253	Riley Austin	Principal PK-12 (1115) , Mathematics 7-12 (6800) , Special Education 7-12 (9227) , Special Education Expansion PK-8 (9228)	9-12	Math	8	100	0
1254	Rishcoff Bridget	Special Education PK-12 (9231)	9-12	Itinerant Emo Suppt	8	100	0
1255	Ritchie Marisa	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Ft Learning Support	8	100	0
1256	Ritter Joni	Elementary K-6 (2810) , Special Education PK-12 (9225)	4	Grade 4	8	100	0
1257	Ritter Patrick	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1258	Rivera Moraes Diana	English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Spanish PK-12 (4490)	9-12	English Language Dev	8	100	0
1259	Rivera Renee	Mathematics 7-12 (6800)	8	Math	8	100	0
1260	Rizzo Rebecca	Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1261	Roberts Jennifer	Elementary K-6 (2810)	3	Grade 3	8	100	0
1262	Roberts Timothy	Mathematics 7-12 (6800)	8	Math	8	100	0
1263	Robinson Jennifer	Elementary K-6 (2810)	6	Science	8	100	0
1264	Rocco Jacob	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1265	Rockwell Jamie	Principal PK-12 (1115) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	Assistant Principal	8	100	0
1266	Rodgers Kayla	English 7-12 (3230)	10	English	8	100	0
1267	Roer Jynene	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1268	Rogan Elizabeth	Elementary & Secondary School Counselor PK-12 (1839) , Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Counseling	8	100	0
1269	Rogers Marissa	Health & Physical Educ PK-12 (4805)	9	Health & Physical Education	8	100	0
1270	Rogers Sarah	Principal PK-12 (1115) , Biology 7-12 (8405)	9-12	Assistant Principal	8	100	0
1271	Rogusky Kimberly	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0

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1272	Rolland Nicole	Biology 7-12 (8405) , Health PK-12 (4810)	10-12	Science	8	100	0
1273	Romano Jacqueline	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1274	Romberger Amy	Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , Special Education PK-12 (9225) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
1275	Romero Rita	Special Education PK-12 (9231)	9-12	Itinerant Lrn Suppt	8	100	0
1276	Ropars Katlyn	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Elementary K-6 (2810) , Special Education PK-12 (9225)	8	Ela	8	100	0
1277	Ross Angelia	Elementary K-6 (2810)	5	Grade 5	8	100	0
1278	Rossino Anthony	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	6	Math	8	100	0
1279	Rosswog Nathan	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1280	Rosti Leah	Elementary K-6 (2810)	6	Career Planning	8	100	0
1281	Roth Amber	Social Studies 7-12 (8875)	6	Social Studies	8	100	0
1282	Roth Christina	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1283	Roth Douglas	Health & Physical Educ PK-12 (4805)	10-12	Health & Physical Education	8	100	0
1284	Roth Merridith	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10-12	Health & Physical Education	8	100	0
1285	Rottet Boaz	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100)	7	Science	8	100	0
1286	Rottet Thomas	Biology 7-12 (8405) , General Science 7-12 (8450)	7	Science	8	100	0
1287	Rowlands Stacey	Elementary K-6 (2810)	4	Grade 4	8	100	0
1288	Roy Amanda	Supvr Special Education PK-12 (9215) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Special Education PK-12 (9225) , Principal PK-12 (1115)	9	Special Education	8	100	0

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1289	Royal Marena	Health K-12 (14810) , Physical Education K-12 (14803) , Health & Physical Educ PK-12 (4805)	10-12	Health & Physical Education	8	100	0
1290	Rozelle Danielle	Elementary K-6 (2810) , Special Education PK-12 (9225) , Master's Equivalency - (1185)	9-12	Itinerant Lrn Suppt	8	100	0
1291	Ruby Natalie	Early Childhood N-3 (2840) , Elementary K-6 (2810)	1	Grade 1	8	100	0
1292	Rudolf Jenna	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1293	Rudy Michael	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1294	Rudy Shawn	Elementary K-6 (2810) , German PK-12 (4420) , Mathematics 7-12 (6800)	7	Math	8	100	0
1295	Rullo Lauren	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Special Education	8	100	0
1296	Rundall Rebecca	Elementary K-6 (2810) , Environmental Educ PK-12 (4820) , Mid-Level Science 6-9 (2880)	10-12	Science	8	100	0
1297	Ruscak Catherine	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	6	Science	8	100	0
1298	Rushe Rochelle	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Communications 7-12 (3200)	8	Ela	8	100	0
1299	Russell Nicolette	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1300	Russo Jennifer	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	5	Special Education	8	100	0
1301	Russo Typhani	Elementary K-6 (2810) , Library Science PK-12 (6420)	4	Grade 4	8	100	0
1302	Rutkowski Alyssa	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Itinerant Lrn Suppt	8	100	0
1303	Ruvo Brandi	Elementary K-6 (2810) , Family-Consumer Sci PK-12 (5600) , Special Education 7-12 (9227) , Special Education PK-8 (9226)	9-12	Itinerant Lrn Suppt	8	100	0
1304	Ruyevcan Rebecca	Early Childhood N-3 (2840) , Elementary K-6 (2810)	5	Grade 5	8	100	0
1305	Ryan Sarah	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0

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1306	Sabatino Lara	Mathematics 7-12 (6800) , Inst Technology Specialist PK-12 (1825)	10-12	Math	8	100	0
1307	Sagliocco Primo	English 7-12 (3230) , Special Education PK-12 (9225)	9-12	Itinerant Emo Suppt	8	100	0
1308	Salsavage Kelsey	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K-5	Interventionist	8	100	0
1309	Samuelson Samantha	Social Studies 7-12 (8875) , Inst Technology Specialist PK-12 (1825)	7	Social Studies	8	100	0
1310	Sanders Bridget	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	Interventionist	8	100	0
1311	Sangram Veena	English 7-12 (3230)	12	English	8	100	0
1312	Sansing Megan	English 7-12 (3230)	10-12	English	8	100	0
1313	Saraiva Taylor	Art PK-12 (1405)	9	Art	8	100	0
1314	Sarkady Darlene	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	Grade 4	8	100	0
1315	Sassaman Cody	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	4	Grade 4	8	100	0
1316	Sauers Kristen	Art PK-12 (1405)	3-4	Art	8	100	0
1317	Saul Abigail	English 7-12 (3230)	6-8	Ela	8	100	0
1318	Savage Nicole	English 7-12 (3230) , Supvr Curriculum & Inst PK-12 (2915) , Elementary K-6 (2810) , Special Education PK-12 (9225) , English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115)	9-12	English Language Dev	8	100	0
1319	Sawyer Emma	Health & Physical Educ PK-12 (4805)	6	Health & Physical Education	8	100	0
1320	Sayles Ashley	Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1321	Saylor Emily	English 7-12 (3230) , Special Education 7-12 (9227)	9	English	8	100	0
1322	Scaggs Sierra	Early Childhood N-3 (2840) , Elementary K-6 (2810)	4	Grade 4	8	100	0
1323	Scalise Kristen	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	K	Kindergarten	8	100	0

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1324	Scalise Kristen	#N/A	K-5	Math/ELA	8	100	0
1325	Sally Jillian	Mentally Retarded K-12 (19220) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	9-12	Ft Autistic Support	8	100	0
1326	Scanlon Kathleen	English 7-12 (3230)	9	English	8	100	0
1327	Scavo Jessica	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Grade 3	8	100	0
1328	Scavone Maria Alena	English as a Second Language (ESL) PK-12 (4499) , French PK-12 (4410)	10-12	French	8	100	0
1329	Scenna Gabriella	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1330	Schaeffer Danielle	Grades PK-4 (2825) , Reading Specialist PK-12 (7650)	6	Reading Intervention	8	100	0
1331	Schatz Angela	French PK-12 (4410) , English as a Second Language (ESL) PK-12 (4499)	K-5	Languages	8	100	0
1332	Scherer Laurie	Supvr School Guidance Serv PK-12 (1815) , Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	6	Counseling	8	100	0
1333	Schillinger Charles	English as a Second Language (ESL) PK-12 (4499) , General Science 7-12 (8450) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Social Studies 7-12 (8875)	8	Ela	8	100	0
1334	Schirnhofers Lindsay	Biology 7-12 (8405)	9	Biology	8	100	0
1335	Schlude Julie	Bus-Computer-Info Tech PK-12 (1603) , English 7-12 (3230) , Reading Specialist PK-12 (7650)	10-12	BCIT	8	100	0
1336	Schmidt Andrew	Social Studies 7-12 (8875) , Mid-Level Mathematics 6-9 (2860)	6	Math	8	100	0
1337	Schmidt Heather	Grades PK-4 (2825) , Special Education PK-8 (9226)	8	Special Education	8	100	0
1338	Schmidt Paige	Mathematics 7-12 (6800)	9-12	Math	8	100	0
1339	Schmidt Valerie	Mathematics Coach PK-12 (1183) , Principal PK-12 (1115) , Mathematics 7-12 (6800)	10-12	Math	8	100	0

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1340	Schmitt Erin	Bus-Computer-Info Tech PK-12 (1603) , Family-Consumer Sci PK-12 (5600) , Library Science PK-12 (6420)	10-12	BCIT	8	100	0
1341	Schneider Amy	Citizenship 7-12 (8825) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880)	10-12	Social Studies	8	100	0
1342	Schneider Meghan	Biology 7-12 (8405)	8	Science	8	100	0
1343	Schneider-Sable Helena	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	Supervisor	8	100	0
1344	Schock Jennifer	English 7-12 (3230) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1345	Schofield David	Biology 7-12 (8405) , General Science 7-12 (8450)	10-12	Science	8	100	0
1346	Schon Crystal	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	7	Math	8	100	0
1347	Schreckengost Alycia	Special Education PK-12 (9231)	K-5	Itinerant Lrn Suppt	8	100	0
1348	Schreiber Bradley	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1349	Schultz Robert	Health & Physical Educ PK-12 (4805) , Secondary Principal 7-12 (1105) , Superintendent PK-12 (1150) , Elementary Principal K-6 (1100)	K-12	Assistant Superintendent	8	100	0
1350	Schultz Samantha	Reading Specialist PK-12 (7650) , Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1351	Schweinsburg Julianna	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860)	9	Biology	8	100	0
1352	Scialpi Tracey	English 7-12 (3230) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Special Education	8	100	0
1353	Scott Adam	Biology 7-12 (8405) , Mathematics 7-12 (6800) , Special Education PK-12 (9225)	9-12	Learning Support	8	100	0
1354	Scott Adam	#N/A	9-12	Supp Lrn Suppt	8	100	0
1355	Scott Nicole	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1356	Scrobola Olga	Grades PK-4 (2825)	3	Grade 3	8	100	0

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1357	Sekelik Andrew	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1358	Selby Marianne	English 7-12 (3230)	11	English	8	100	0
1359	Selekman Zachary	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1360	Selige Ashley	Grades PK-4 (2825)	4	Grade 4	8	100	0
1361	Septak Kristen	Elementary K-6 (2810) , Special Education PK-12 (9225)	9	Itinerant Lrn Suppt	8	100	0
1362	Serniak Matthew	Elementary K-6 (2810)	4	Grade 4	8	100	0
1363	Serrano Caitlin	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	5	Grade 5	8	100	0
1364	Seymore Debra	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	3	Grade 3	8	100	0
1365	Seymour Jamie	Earth and Space Science 7-12 (8440) , Biology 7-12 (8405) , General Science 7-12 (8450)	6	Science	8	100	0
1366	Shaffer Amanda	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1367	Shaffer Brittany	Elementary K-6 (2810)	3	Grade 3	8	100	0
1368	Shaffer Sandra	#N/A	9-12	Math	8	100	0
1369	Shaffer Susan	Data Processing 7-12 (1625) , Elementary K-6 (2810) , Office Technologies 7-12 (1658) , Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
1370	Shaffer Whittni	Grades PK-4 (2825) , Grades 5-6 (2826)	3	Grade 3	8	100	0
1371	Shaker Tavia	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9-12	Itinerant Lrn Suppt	8	100	0
1372	Shanahan Paul	Earth and Space Science 7-12 (8440)	8	Science	8	100	0
1373	Shane Cindy	Elementary & Secondary School Counselor PK-12 (1839)	7	Counseling	8	100	0
1374	Shank Katie	Special Education PK-12 (9225) , Elementary K-6 (2810)	9-12	Ft Learning Support	8	100	0
1375	Sharp Heather	Elementary K-6 (2810)	3-5	Math	8	100	0
1376	Shaud Emily	Early Childhood N-3 (2840) , Elementary K-6 (2810)	2	Grade 2	8	100	0
1377	Shay Joseph	Health & Physical Educ PK-12 (4805) , Principal PK-12 (1115)	3	Health & Physical Education	8	100	0
1378	Sheehan Shawna	Social Studies 7-12 (8875)	7	Social Studies	8	100	0

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1379	Sheetz Micquella	Elementary K-6 (2810) , Special Education PK-12 (9225) , Principal PK-12 (1115)	K-5	Assistant Principal	8	100	0
1380	Shemeluk Michael	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1381	Sheperis Tashara	Principal PK-12 (1115) , Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	Special Education Supervisor	8	100	0
1382	Sheridan Stephanie	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Special Education PK-12 (9231)	8	Special Education	8	100	0
1383	Sheriff Lori	Principal PK-12 (1115) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	6-8	Assistant Principal	8	100	0
1384	Sherlock Adam	Elementary K-6 (2810)	4	Grade 4	8	100	0
1385	Sherman Emily	Elementary K-6 (2810) , Mathematics 7-12 (6800) , Mid-Level Science 6-9 (2880) , Special Education PK-12 (9225)	10-12	Math	8	100	0
1386	Sherwood Brian	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1387	Shields Cora	Family-Consumer Sci PK-12 (5600)	10-12	Culinary	8	100	0
1388	Shissler Alyssa	Mathematics 7-12 (6800)	9	Math	8	100	0
1389	Shively Annmarie	Marketing 7-12 (1640) , Office Technologies 7-12 (1658)	9	BCIT	8	100	0
1390	Shoemaker Amy	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10-12	Drivers Education	8	100	0
1391	Sholley Jennifer	Grades 5-6 (2826) , Grades PK-4 (2825)	3	Grade 3	8	100	0
1392	Sholtis-Pace Marlo	Biology 7-12 (8405)	9	Biology	8	100	0
1393	Shorto Veronica	Master's Equivalency - (1185) , Elementary K-6 (2810)	5	Grade 5	8	100	0
1394	Showers Luke	English as a Second Language (ESL) PK-12 (4499) , Grades PK-4 (2825) , Special Education PK-8 (9226)	7	Itinerant Lrn Suppt	8	100	0
1395	Showers Tracey	Biology 7-12 (8405) , Chemistry 7-12 (8420) , Physics 7-12 (8470)	9	Biology	8	100	0
1396	Shulde Brianna	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1397	Shuller Colleen	English 7-12 (3230)	11	English	8	100	0

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1398	Shuma Karen	Elementary K-6 (2810)	2	Grade 2	8	100	0
1399	Shumbres Erin	Biology 7-12 (8405) , Earth and Space Science 7-12 (8440) , General Science 7-12 (8450)	10-12	Science	8	100	0
1400	Shumbres Steven	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1401	Shuttlesworth Sonny	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810)	3	English Language Dev	8	100	0
1402	Silverstein Ashley	Grades PK-4 (2825)	2	Grade 2	8	100	0
1403	Silvestri Amy	Health & Physical Educ PK-12 (4805)	9-12	Health & Physical Education	8	100	0
1404	Simcox Jesse	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10-12	Drivers Education	8	100	0
1405	Simcox Nichole	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10-12	Drivers Education	8	100	0
1406	Simek Janine	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225) , Principal PK-12 (1115)	6-8	Math	8	100	0
1407	Simon Sarah	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	2	Grade 2	8	100	0
1408	Simpson Caitlin	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1409	Simyan Kaitlyn	Grades PK-4 (2825) , Special Education PK-8 (9226) , Soc and Emotionally Dist K-12 (19260)	6	Special Education	8	100	0
1410	Sinisi Katelyn	Elementary K-6 (2810) , English 7-12 (3230) , Reading Specialist PK-12 (7650)	6	Reading Intervention	8	100	0
1411	Skaugen Christopher	Health & Physical Educ PK-12 (4805)	6	Health & Physical Education	8	100	0
1412	Sklareski Alyssa	Biology 7-12 (8405)	9	Biology	8	100	0
1413	Sklareski Samantha	Art PK-12 (1405)	9	Art	8	100	0
1414	Slack Theadora	Biology 7-12 (8405)	9	Biology	8	100	0
1415	Slacker Matthew	Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
1416	Slancauskas Thomas	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0

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1417	Sledzinski Elizabeth	Health & Physical Educ PK-12 (4805)	8	Health & Physical Education	8	100	0
1418	Slomer Susan	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	Grade 5	8	100	0
1419	Small Madison	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Special Education	8	100	0
1420	Smith Chelsea	Elementary K-6 (2810) , Special Education PK-12 (9225)	8	Special Education	8	100	0
1421	Smith Drew	Mathematics 7-12 (6800)	9	Math	8	100	0
1422	Smith Jillette	Master's Equivalency - (1185) , Art PK-12 (1405)	6	Art	8	100	0
1423	Smith Kayla	Elementary K-6 (2810) , Special Education PK-8 (9226) , Principal PK-12 (1115)	K-5	Assistant Principal	8	100	0
1424	Smith Lauren	English 7-12 (3230)	10	English	8	100	0
1425	Smith Linsey	English 7-12 (3230) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , Reading Specialist PK-12 (7650)	6	Social Studies	8	100	0
1426	Smith Megan	All Instructional Areas PK-12 (-96) , Elementary K-6 (2810)	6	Ela	8	100	0
1427	Smith Scott	Social Studies 7-12 (8875) , Special Education PK-12 (9231)	9-12	Itinerant Lrn Suppt	8	100	0
1428	Smith Shane	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Itinerant Lrn Suppt	8	100	0
1429	Smith Shantara	Elementary K-6 (2810)	6-8	Social Studies	8	0	100
1430	Smith Taylor	English 7-12 (3230)	8	Ela	8	100	0
1431	Smith Whitney	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100)	8	Math	8	100	0
1432	Smolensky Hannah	Grades PK-4 (2825) , Special Education PK-12 (9231) , Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 5-6 (2826)	7	Science	8	100	0
1433	Snedecor Cassandra	Special Education PK-12 (9231) , Elementary K-6 (2810)	K-12	Grades K-12	8	100	0
1434	Snively Jennifer	Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	K-5	Languages	8	100	0
1435	Snyder David	Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	8	Social Studies	8	100	0

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1436	Snyder Hannah	Grades PK-4 (2825) , Special Education PK-8 (9226)	K-2	Ft Learning Support	8	100	0
1437	Sokoloski Paul	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1438	Solderich Billy	Mathematics: Sec. Ed. 9-12 (16800) , General Science 7-12 (8450) , Mid-Level Mathematics 6-9 (2860)	8	Math	8	100	0
1439	Sommer Krista	Biology 7-12 (8405)	9	Biology	8	100	0
1440	Sonnie Barton Kathryn	Elementary K-6 (2810)	6-8	Career Planning	8	100	0
1441	Sorce Kelly	Art PK-12 (1405)	10-12	Art	8	100	0
1442	Spager Frank	Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
1443	Spager Sarah	Elementary & Secondary School Counselor PK-12 (1839)	8	Counseling	8	100	0
1444	Spagnola Louis	Music PK-12 (7205)	10-12	Music	8	100	0
1445	Spagnola Madison	#N/A	9-12	English	8	100	0
1446	Spangler James	Biology 7-12 (8405) , General Science 7-12 (8450)	10-12	Science	8	100	0
1447	Spearman-Kannel Alexandria	English 7-12 (3230)	11	English	8	100	0
1448	Specht Heather	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	10-12	Health & Physical Education	8	100	0
1449	Spindler Jacob	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1450	Sprys Heather	Elementary K-6 (2810)	4	Grade 4	8	100	0
1451	Spurgeon Kimberly	Biology 7-12 (8405) , General Science 7-12 (8450)	9	Biology	8	100	0
1452	St. Hilaire Robyn	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level English 6-9 (2850)	10	English	8	100	0
1453	Stackhouse Diane	Elementary K-6 (2810) , Special Education PK-12 (9225)	1	Grade 1	8	100	0
1454	Stamm Lauren	Music PK-12 (7205) , English as a Second Language (ESL) PK-12 (4499) , Inst Technology Specialist PK-12 (1825) , Grades PK-4 (2825)	8	Music	8	100	0
1455	Stanvitch Bridget	English 7-12 (3230)	9-12	English	8	100	0
1456	Stauffer Amy	Grades PK-4 (2825) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	6-8	Itinerant Emo Suppt	8	100	0
1457	Steber Joseph	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0

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1458	Steel Michael	Mathematics 7-12 (6800) , Principal PK-12 (1115)	9	Math	8	100	0
1459	Steele Amber	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1460	Steele Amy	Elementary K-6 (2810)	3	Grade 3	8	100	0
1461	Steele Makayla	Social Studies 7-12 (8875)	6	Social Studies	8	100	0
1462	Steele Samantha	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	4	English Language Dev	8	100	0
1463	Stenson Brandy	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1464	Stefankiewicz Emily	#N/A	9-12	Itinerant Lrn Suppt	8	100	0
1465	Steigerwald Veronica	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1466	Steinberg Natalie	Elementary K-6 (2810)	4	Grade 4	8	100	0
1467	Steis Emily	Citizenship 7-12 (8825) , Family-Consumer Sci PK-12 (5600) , Social Studies 7-12 (8875)	8	Social Studies	8	100	0
1468	Stellar Jeffrey	Health & Physical Educ PK-12 (4805)	8	Health & Physical Education	8	100	0
1469	Stellar Kolby	Special Education PK-12 (9225)	9-12	Itinerant Emo Suppt	8	100	0
1470	Stern Heidi	General Science 7-12 (8450) , Mathematics 7-12 (6800) , Special Education 7-12 (9227) , Mid-Level Mathematics 6-9 (2860)	9	Math	8	100	0
1471	Stetar Erica	Elementary K-6 (2810) , Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Special Education	8	100	0
1472	Stevenson Lindsey	Elementary K-6 (2810) , Special Education PK-12 (9225)	3-5	Ft Life Skills	8	100	0
1473	Stevenson-Dunn Carey	Library Science PK-12 (6420) , English 7-12 (3230) , Mid-Level English 6-9 (2850) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650)	8	Ela	8	100	0
1474	Steward Carol	Special Education PK-12 (9225) , General Science 7-12 (8450) , Social Studies 7-12 (8875) , English 7-12 (3230)	6-8	Itinerant Lrn Suppt	8	100	0

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1475	Stewart Elsie	English 7-12 (3230) , French PK-12 (4410) , Latin PK-12 (4030) , Social Studies 7-12 (8875)	10-12	Latin	8	100	0
1476	Stewart Emilie	Grades PK-4 (2825) , Special Education PK-8 (9226) , Special Education Expansion 7-12 (9229)	9	Learning Support	8	100	0
1477	Stewart Erica	Mathematics 7-12 (6800) , Instructional Coach PK-12 (1182)	9-12	Math	8	100	0
1478	Stewart Erica	#N/A	9-12	Math	8	100	0
1479	Stewart Molly	Grades PK-4 (2825)	K	Kindergarten	8	100	0
1480	Stewart Nicole	Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	5	Grade 5	8	100	0
1481	Stiffler Kaitlyn	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1482	Stoffel Tonya	Grades PK-4 (2825)	K	Kindergarten	8	100	0
1483	Stokes Allison	Health & Physical Educ PK-12 (4805) , Family-Consumer Sci PK-12 (5600)	10-12	Health & Physical Education	8	100	0
1484	Stone Virginia	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1485	Stoner Allison	English 7-12 (3230)	7	Ela	8	100	0
1486	Storch Ronald	Elementary K-6 (2810) , Social Studies 7-12 (8875) , Art PK-12 (1405) , Mid-Level Mathematics 6-9 (2860)	7	Math	8	100	0
1487	Storts Stephanie	#N/A	K-5	English Language Dev	8	100	0
1488	Stotz Laurie	Ment and/or Phys Handicapped K-12 (9235) , English 7-12 (3230)	9-12	Itinerant Lrn Suppt	8	100	0
1489	Stover Sarah	English 7-12 (3230)	8	Ela	8	100	0
1490	Strattman Ashley	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Ft Autistic Support	8	100	0
1491	Strauser Karl	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1492	Strite Elizabeth	Art PK-12 (1405)	10-12	Art	8	100	0
1493	Stroup Lauren	Grades PK-4 (2825) , Special Education PK-8 (9226) , Nursery/Kindergarten N-K (12833)	K-2	Ft Life Skills	8	100	0
1494	Strunk Danielle	Mathematics 7-12 (6800)	9	Math	8	100	0
1495	Stuckey Elizabeth	Elementary K-6 (2810)	3	Grade 3	8	100	0
1496	Stuijzand Isabella	Autism PK-12 (1180) , Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Ft Life Skills	8	100	0

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1497	Stumpf Samantha	Earth and Space Science 7-12 (8440)	10-12	Science	8	100	0
1498	Style Lisa	Supvr Special Education PK-12 (9215) , Hearing Impaired PK-12 (9205) , Special Education PK-12 (9225)	K-12	Supervisor	8	100	0
1499	Sullivan Lauren	Mathematics 7-12 (6800)	8	Math	8	100	0
1500	Summerson Christine	Grades PK-4 (2825) , Special Education PK-8 (9226)	7	Itinerant Lrn Suppt	8	100	0
1501	Sunderland Emily	Elementary & Secondary School Counselor PK-12 (1839) , Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0
1502	Sunick Marissa	#N/A	K-2	Special Education	8	0	100
1503	Swaha Dominic	Social Studies 7-12 (8875) , Principal PK-12 (1115)	9-12	Assistant Principal	8	100	0
1504	Swanger Kristy	Mid-Level English 6-9 (2850) , Special Education PK-12 (9225)	6-8	Itinerant Lrn Suppt	8	100	0
1505	Swanson Courtney	Biology 7-12 (8405)	9	Biology	8	100	0
1506	Swarner Leeanna	Grades PK-4 (2825)	K	Kindergarten	8	100	0
1507	Swartz James	#N/A	10-12	Earth Science	8	0	100
1508	Swartz Lisa	Master's Equivalency - (1185) , Art PK-12 (1405)	10-12	Art	8	100	0
1509	Swartzendruber Meredith	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Elementary K-6 (2810)	5	Grade 5	8	100	0
1510	Sweeney Kelly	Elementary K-6 (2810)	1	Grade 1	8	100	0
1511	Swencki Kelly	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	Grade 5	8	100	0
1512	Swenson Daniel	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1513	Swenson Tammy	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810)	6	Math	8	100	0
1514	Swiger Bradley	Principal PK-12 (1115) , Superintendent PK-12 (1150) , Bus-Computer-Info Tech PK-12 (1603) , Social Studies 7-12 (8875)	6-9	Assistant Principal	8	100	0
1515	Swinger Michael	Mathematics 7-12 (6800)	8	Math	8	100	0
1516	Swoboda Charlene	English as a Second Language (ESL) PK-12 (4499) , Art PK-12 (1405)	7	Art	8	100	0
1517	Taicher Corinne	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1518	Tankred Samantha	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	Ela	8	100	0

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1519	Taylor Jordon	Art PK-12 (1405)	9	Art	8	100	0
1520	Taylor Megan	Elementary K-6 (2810)	4	Grade 4	8	100	0
1521	Taylor Michelle	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Music PK-12 (7205)	3-4	Music	8	100	0
1522	Taylor-Good Laura	Grades PK-4 (2825)	3	Grade 3	8	100	0
1523	Tayoune Meryem	French PK-12 (4410)	9	French	8	100	0
1524	Tedesco Marissa	Spanish PK-12 (4490)	9-12	Spanish	8	100	0
1525	Tellefsen Jo-Anna	Chemistry 7-12 (8420) , Grades PK-4 (2825)	10-12	Science	8	100	0
1526	Termin Vincent	Earth and Space Science 7-12 (8440) , Principal PK-12 (1115)	6-8	Assistant Principal	8	100	0
1527	Teson Beth	Master's Equivalency - (1185) , Art PK-12 (1405)	9	Art	8	100	0
1528	Testa Catrina	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Grade 5	8	0	100
1529	Tetonis Markos	Mathematics 7-12 (6800)	9	Math	8	100	0
1530	Texter Catherine	Mathematics 7-12 (6800)	9	Math	8	100	0
1531	Thomas Brianna	Special Education PK-12 (9231)	K-12	Grades K-12	8	100	0
1532	Thomas Chelsie	Principal PK-12 (1115) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Grades PK-4 (2825) , Inst Technology Specialist PK-12 (1825)	6	Science	8	100	0
1533	Thomas Hunter	Social Studies 7-12 (8875)	7	Career Planning	8	100	0
1534	Thomas Nicole	Grades PK-4 (2825)	K	Kindergarten	8	100	0
1535	Thomas Sara	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1536	Thomas-Derr Kristene	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Special Education PK-12 (9225)	9-12	Special Education	8	100	0
1537	Thompson Cathleen	Elementary K-6 (2810) , Inst Technology Specialist PK-12 (1825)	3	Grade 3	8	100	0
1538	Thompson Kristin	English as a Second Language (ESL) PK-12 (4499) , Spanish PK-12 (4490)	9	Spanish	8	100	0
1539	Thornton Renee	Ment and/or Phys Handicapped K-12 (9235)	6-8	Ft Life Skills	8	100	0
1540	Tibbs Claire	Mathematics 7-12 (6800) , Inst Technology Specialist PK-12 (1825)	10-12	Math	8	100	0

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1541	Tiech John	#N/A	9-12	English	8	100	0
1542	Tighe Anna	Elementary & Secondary School Counselor PK-12 (1839)	8	Counseling	8	100	0
1543	Tigue Miranda	Grades PK-4 (2825) , Special Education PK-8 (9226)	6	Special Education	8	100	0
1544	Timko Michelle	Special Education PK-12 (9225)	9-12	Special Education	8	100	0
1545	Tomazic Heather	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Special Education 7-12 (9227)	7	Math	8	100	0
1546	Tombasco Alyssa	English 7-12 (3230)	11	English	8	100	0
1547	Tony Jillian	Grades PK-4 (2825) , Special Education PK-8 (9226)	6-8	Itinerant Lrn Suppt	8	100	0
1548	Topper Caroline	Ment and/or Phys Handicapped K-12 (9235)	7	Itinerant Lrn Suppt	8	100	0
1549	Torpey Krista	Master's Equivalency - (1185) , English 7-12 (3230) , Special Education PK-12 (9225) , Social Studies 7-12 (8875)	9-12	Special Education	8	100	0
1550	Toth Duane	General Science 7-12 (8450) , Principal PK-12 (1115)	K-5	Assistant Principal	8	100	0
1551	Toth Tara	Elementary K-6 (2810) , Special Education PK-12 (9225)	8	Special Education	8	100	0
1552	Toye Molly	Early Childhood N-3 (2840)	2	Grade 2	8	100	0
1553	Trabert Melissa	Elementary K-6 (2810)	4	Grade 4	8	100	0
1554	Traub Christina	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9-12	Ft Learning Support	8	100	0
1555	Travan Suzanne	Art PK-12 (1405)	K-1	Art	8	100	0
1556	Treslar Francesca	#N/A	9-12	Math	8	0	100
1557	Trevino Mattea	Grades PK-4 (2825) , Special Education PK-8 (9226)	1	Itinerant Lrn Suppt	8	100	0
1558	Tribbet Jason	Health & Physical Educ PK-12 (4805) , Principal PK-12 (1115)	6-8	Assistant Principal	8	100	0
1559	Troxell Austin	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
1560	Troxell Elizabeth	Elementary K-6 (2810) , Mid-Level Science 6-9 (2880)	6	Science	8	100	0
1561	Tufaro Lisa	Elementary K-6 (2810) , Ment and/or Phys Handicapped K-12 (9235)	6	Itinerant Lrn Suppt	8	100	0
1562	Tully Krista	Elementary K-6 (2810)	6	Social Studies	8	100	0

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1563	Tunis Jessica	Elementary K-6 (2810) , Special Education PK-8 (9226)	9-12	Ft Learning Support	8	100	0
1564	Turer Jamie	Principal PK-12 (1115)	K-12	Special Education Supervisor	8	100	0
1565	Turnsek Christina	Mathematics 7-12 (6800)	9	Math	8	100	0
1566	Tyler Emily	Mathematics 7-12 (6800)	9	Math	8	100	0
1567	Tyler Jennifer	Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
1568	Tyler Richard	Elementary Education K-8 (12810) , Learning Disabled K-12 (19245) , Soc and Emotionally Dist K-12 (19260) , Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
1569	Tyson Christina	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	3-5	Ela	8	100	0
1570	Umberger Matthew	Elementary K-6 (2810)	6	Math	8	100	0
1571	Urbanek Scott	English as a Second Language (ESL) PK-12 (4499), English 7-12 (3230), Reading Specialist PK-12 (7650), Special Education PK-12 (9225)	9-12	Itinerant Learn Supp	8	100	0
1572	Uttecht Monique	Supvr Special Education PK-12 (9215) , Elementary K-6 (2810) , Special Education PK-12 (9225)	K-12	Special Education Supervisor	8	100	0
1573	Valenti Adam	Social Studies 7-12 (8875) , Special Education 7-12 (9227)	9	Special Education	8	100	0
1574	Valentine Katherine	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Itinerant Lrn Suppt	8	100	0
1575	Van Fleet Alanna	Inst Technology Specialist PK-12 (1825) , Elementary K-6 (2810) , Library Science PK-12 (6420) , Special Education PK-12 (9225)	4	Grade 4	8	100	0
1576	Van Winkle Stephanie	Early Childhood N-3 (2840)	1	Grade 1	8	100	0
1577	Vardoulis Teryn	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level English 6-9 (2850)	8	Ela	8	100	0
1578	Varnado Chelsea	Grades PK-4 (2825) , Special Education PK-8 (9226) , Technology Education PK-12 (6075)	9	STEAM	8	100	0

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1579	Vega Nicholas	Citizenship 7-12 (8825) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1580	Veli Amy	Bus-Computer-Info Tech PK-12 (1603)	10-12	BCIT	8	100	0
1581	Verner Liliana	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1582	Veverka Keith	Supvr Curriculum & Inst PK-12 (2915) , Social Studies 7-12 (8875)	9-12	Social Studies	8	100	0
1583	Vida John	Grades 4-8 (All subjects 4-6 Science 7-8) (3100) , Grades 4-8 (All subjects 4-6 Social Studies 7-8) (3100) , Social Studies 7-12 (8875)	8	SS Languages	8	100	0
1584	Vieira Alysa	Elementary & Secondary School Counselor PK-12 (1839)	K-5	Counseling	8	100	0
1585	Visaya-Loub Mara	Elementary K-6 (2810) , Special Education PK-12 (9225)	9-12	Itinerant Lrn Suppt	8	100	0
1586	Viswanathan Rachael	Grades PK-4 (2825) , Art PK-12 (1405) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860)	5	Grade 5	8	0	100
1587	Vital Mark	Grades PK-4 (2825) , Special Education PK-8 (9226) , Reading Specialist PK-12 (7650)	9-12	Itinerant Emo Suppt	8	100	0
1588	Vogel Melissa	English 7-12 (3230)	10	English Honors	8	100	0
1589	Vogt Jennifer	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860)	6	Math	8	100	0
1590	Voit Amanda	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Special Education	8	100	0
1591	Voitek Cayce	Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440) , Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	10-12	Chemistry	8	100	0
1592	Voorhees Jennifer	English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Spanish PK-12 (4490)	K-12	English Language Dev	8	100	0

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1593	Wagner Beth	Library Science PK-12 (6420) , Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Nursery/Kindergarten N-K (12833)	K-5	Coding	8	0	100
1594	Wagner Kimberly	Elementary K-6 (2810) , Mid-Level Citiz. Ed 6-9 (2870) , Mid-Level Mathematics 6-9 (2860) , Principal PK-12 (1115) , Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1595	Wagner Lauren	Grades PK-4 (2825) , English 7-12 (3230) , Special Education 7-12 (9227)	9	Special Education	8	100	0
1596	Wagner Sabrina	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	5	Grade 5	8	100	0
1597	Wagstaff Suzann	Mathematics 7-12 (6800)	9	Math	8	100	0
1598	Waine Michael	Biology 7-12 (8405)	8	Science	8	100	0
1599	Waldman Julie	Special Education PK-12 (9231)	3	Itinerant Lrn Suppt	8	100	0
1600	Walker Jennifer	Bus-Computer-Info Tech PK-12 (1603)	9	BCIT	8	100	0
1601	Walker-Footman Rhonda	Elementary K-6 (2810) , English 7-12 (3230) , Principal PK-12 (1115)	6-8	Assistant Principal	8	100	0
1602	Wallace Russell	English 7-12 (3230)	11	English	8	100	0
1603	Walter Julie	Special Education PK-12 (9231) , Elementary K-6 (2810)	5	Itinerant Lrn Suppt	8	100	0
1604	Walter Melinda	Ment and/or Phys Handicapped K-12 (9235)	K-2	Ft Life Skills	8	100	0
1605	Walters Matthew	English 7-12 (3230)	10	English	8	100	0
1606	Waltz Amanda	English 7-12 (3230)	10	English	8	100	0
1607	Wang Hayley	Soc and Emotionally Dist K-12 (19260) , Elementary K-6 (2810) , Grades PK-4 (2825) , Special Education PK-8 (9226)	6	Itinerant Lrn Suppt	8	100	0
1608	Wardle Spina Emily	Music PK-12 (7205) , English as a Second Language (ESL) PK-12 (4499)	8	Music	8	100	0
1609	Ware Julie	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1610	Wargula Lisa	Mathematics 7-12 (6800)	7	Math	8	100	0
1611	Warren Amanda	Grades PK-4 (2825)	K	Kindergarten	8	100	0
1612	Waters Nola	Secondary School Counselor 7-12 (1837)	9-12	Counseling	8	100	0

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1613	Watkins Ryan	Health & Physical Educ PK-12 (4805) , Safety Ed/Driver Ed 7-12 (5215)	9	Health & Physical Education	8	100	0
1614	Watson Erica	English as a Second Language (ESL) PK-12 (4499) , English 7-12 (3230) , Spanish PK-12 (4490)	9-12	English Language Dev	8	100	0
1615	Watson-Fisher Sherri	Biology 7-12 (8405)	10-12	Science	8	100	0
1616	Watts Rachel	Art PK-12 (1405)	8	Art	8	100	0
1617	Waynick Jenifer	Elementary K-6 (2810)	5	Grade 5	8	100	0
1618	Weaver Amanda	Elementary K-6 (2810) , English 7-12 (3230) , Special Education PK-12 (9225)	9	Learning Support	8	100	0
1619	Weaver Amanda	#N/A	9-12	Math	8	100	0
1620	Weaver Chelsea	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level Mathematics 6-9 (2860) , Reading Specialist PK-12 (7650) , Special Education PK-12 (9225)	8	Itinerant Lrn Suppt	8	100	0
1621	Weidman Gail	Accounting 7-12 (1610) , Data Processing 7-12 (1625) , Marketing 7-12 (1640) , Office Technologies 7-12 (1658) , Secretarial 7-12 (1655)	10-12	BCIT	8	100	0
1622	Weigel Autumn	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1623	Weigel Stephen	Principal PK-12 (1115) , Social Studies 7-12 (8875)	9-12	Assistant Principal	8	100	0
1624	Weise Kimberly	Elementary K-6 (2810)	K-5	Interventionist	8	100	0
1625	Weiss Emily	Principal PK-12 (1115) , Reading Specialist PK-12 (7650) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	6-7	Reading Intervention	8	100	0
1626	Weiss Sarah	Grades PK-4 (2825) , English as a Second Language (ESL) PK-12 (4499)	K	Kindergarten	8	100	0
1627	Welker Mariah	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Grade 4	8	100	0

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1628	Weller Jessica	Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100) , Reading Specialist PK-12 (7650) , Instructional Coach PK-12 (1182) , English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , English 7-12 (3230)	9-12	English Language Dev	8	100	0
1629	Welsford Youngblood Abigail	Grades PK-4 (2825) , Special Education PK-8 (9226)	2	Special Education	8	100	0
1630	Welsh Jennifer	Elementary & Secondary School Counselor PK-12 (1839) , Elementary School Counselor K-6 (1836)	9-12	Counseling	8	100	0
1631	Welsh Tara	Mid-Level Science 6-9 (2880) , Early Childhood N-3 (2840) , Elementary K-6 (2810)	7	Science	8	100	0
1632	Welter Zachary	Social Studies 7-12 (8875)	9	Social Studies	8	100	0
1633	Wender Hayley	English 7-12 (3230)	9-12	English	8	100	0
1634	Wendolowski Nicole	Elementary K-6 (2810)	5	Grade 5	8	100	0
1635	Werner Kalyn	Elementary K-6 (2810)	5	Grade 5	8	100	0
1636	Wertz Jessica	Hearing Impaired PK-12 (9205) , English 7-12 (3230) , Special Education PK-12 (9231)	9-12	Itinerant Lrn Suppt	8	100	0
1637	Wertz Ryan	Biology 7-12 (8405)	9-12	Science	8	100	0
1638	Wesolowski Edward	Supvr Curriculum & Inst PK-12 (2915) , English 7-12 (3230)	9	English	8	100	0
1639	Westrick Vanessa	Spanish PK-12 (4490)	10-12	Spanish	8	100	0
1640	Westwood-Denenberg Susan	Spanish PK-12 (4490) , English as a Second Language (ESL) PK-12 (4499)	9	Spanish	8	100	0
1641	Wetzel Amy	Elementary K-6 (2810) , Special Education PK-12 (9225)	7	Special Education	8	100	0
1642	Weyandt Travis	Grades 4-8 (All subjects 4-6 Mathematics 7-8) (3100) , Special Education Expansion 7-12 (9229) , Special Education PK-8 (9226)	6-8	Itinerant Lrn Suppt	8	100	0
1643	Weyandt Travis	#N/A	6-8	Itinerant Lrn Suppt	8	100	0
1644	Wheeland Charity	Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K-5	Interventionist	8	100	0
1645	White Jennifer	Elementary K-6 (2810)	1	Grade 1	8	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1646	White Kelly	Mid-Level Mathematics 6-9 (2860) , Elementary K-6 (2810) , Mathematics 7-12 (6800)	9	Math	8	100	0
1647	White Melissa	Grades PK-4 (2825) , Special Education PK-8 (9226)	3	Special Education	8	100	0
1648	Whitman Dana	Early Childhood N-3 (2840) , Elementary K-6 (2810) , English as a Second Language (ESL) PK-12 (4499)	3	Grade 3	8	100	0
1649	Whitney Beth	Elementary K-6 (2810) , English 7-12 (3230) , Mid-Level English 6-9 (2850) , Special Education 7-12 (9227) , Special Education PK-8 (9226) , Science Technology Engineering & Math (STEM) Ed PK-12 (1181)	9-12	Life Skills	8	100	0
1650	Wible Jacob	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499)	8	Ela	8	100	0
1651	Wiegand Jordan	Principal PK-12 (1115) , Elementary K-6 (2810)	K-5	Assistant Principal	8	100	0
1652	Wielebinski Jenifer	Early Childhood N-3 (2840)	K	Kindergarten	8	100	0
1653	Wieseman Tracy	Music PK-12 (7205)	9	Music	8	100	0
1654	Wiest Kerry	Special Education PK-12 (9225) , Principal PK-12 (1115)	9-12	Assistant Principal	8	100	0
1655	Wilhide Kimberly	Elementary K-6 (2810)	1	Grade 1	8	100	0
1656	Wilk Madeline	Art PK-12 (1405)	4-5	Art	8	100	0
1657	Wilkie Alexis	English as a Second Language (ESL) PK-12 (4499) , Biology 7-12 (8405)	6-8	Coding	8	0	100
1658	Williams Alison	Music PK-12 (7205)	6	Music	8	100	0
1659	Williams Alison	English 7-12 (3230) , Family-Consumer Sci PK-12 (5600)	10-12	Culinary	8	100	0
1660	Williams Chad	Elementary K-6 (2810)	4	Grade 4	8	100	0
1661	Williams Rachel	#N/A	9-12	English	8	100	0
1662	Williams Ryan	Elementary K-6 (2810)	6	Math	8	100	0
1663	Willig Jonathan	Grades PK-4 (2825) , Special Education PK-12 (9231)	K-2	Ft Autistic Support	8	100	0
1664	Wilson Kayla	Music PK-12 (7205)	K	Music	8	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Greades Teaching or Serving	All Areas of Assigment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1665	Wilt Kendra	Science Technology Engineering & Math (STEM) Ed PK-12 (1181) , Grades 5-6 (2826) , Grades PK-4 (2825)	5	Grade 5	8	100	0
1666	Wirtz Sandra	Social Studies 7-12 (8875) , English as a Second Language (ESL) PK-12 (4499)	10-12	Social Studies	8	100	0
1667	Wise Jaclyn	English as a Second Language (ESL) PK-12 (4499) , Principal PK-12 (1115) , English 7-12 (3230) , Social Studies 7-12 (8875)	K-12	Assistant Director - ELD	8	100	0
1668	Wiseman Julia	Grades PK-4 (2825) , Special Education PK-8 (9226)	9-12	Ft Life Skills	8	100	0
1669	Wiser Amanda	Health & Physical Educ PK-12 (4805)	9	Health & Physical Education	8	100	0
1670	Wislosky Amy	English 7-12 (3230) , General Science 7-12 (8450) , Special Education PK-12 (9225)	9	Lrn Suppt Sup Eng	8	100	0
1671	Wislosky Amy	#N/A	9	Lrn Suppt Sup Eng	8	100	0
1672	Witt Jamie	Grades PK-4 (2825) , Special Education PK-12 (9231)	3-5	Ft Autistic Support	8	100	0
1673	Wolfe Chad	Principal PK-12 (1115) , Mid-Level Mathematics 6-9 (2860) , Safety Ed/Driver Ed 7-12 (5215) , Special Education PK-12 (9225)	10-12	Drivers Education	8	100	0
1674	Wolfe Kara	Elementary K-6 (2810)	6	Ela	8	100	0
1675	Wolford Christina	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1676	Wolford Sara	Mathematics 7-12 (6800) , Mathematics Coach PK-12 (1183)	9	Math	8	100	0
1677	Wolfson Lindsay	Chemistry 7-12 (8420) , Earth and Space Science 7-12 (8440)	10-12	Science	8	100	0
1678	Wolpert Wendy	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	K	Kindergarten	8	100	0
1679	Wood Courtney	English 7-12 (3230) , Art PK-12 (1405) , Elementary K-6 (2810) , Mid-Level English 6-9 (2850) , English as a Second Language (ESL) PK-12 (4499)	6-8	Career Planning	8	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1680	Wood Dorothy	Special Education PK-12 (9225) , Elementary K-6 (2810) , Grades 4-8 (All subjects 4-6 English Language Arts and Reading 7-8) (3100)	8	Itinerant Lrn Suppt	8	100	0
1681	Wood Heather	Grades PK-4 (2825) , Special Education PK-8 (9226)	5	Special Education	8	100	0
1682	Woodworth Samuel	Health & Physical Educ PK-12 (4805)	10-12	Health & Physical Education	8	100	0
1683	Wotring Holly	Elementary K-6 (2810)	6	Ela	8	100	0
1684	Wright Allison	Elementary K-6 (2810)	4	Grade 4	8	100	0
1685	Wright Amanda	Elementary K-6 (2810)	1	Grade 1	8	100	0
1686	Wright Rashaa	Mathematics 7-12 (6800) , Special Education PK-12 (9225)	8	Math	8	100	0
1687	Wychulis Laura	English 7-12 (3230)	10	English	8	100	0
1688	Wyland Annamarie	Elementary K-6 (2810) , Special Education PK-12 (9225) , General Science 7-12 (8450)	9-12	Itinerant Lrn Suppt	8	100	0
1689	Wyllie Bryan	Elementary K-6 (2810)	6	Math	8	100	0
1690	Wynn Kearyn	English 7-12 (3230) , English as a Second Language (ESL) PK-12 (4499) , Elementary K-6 (2810) , Reading Specialist PK-12 (7650)	9-12	English Language Dev	8	100	0
1691	Yang Yukun	#N/A	10-12	Chinese	8	0	100
1692	Yekel Megan	Early Childhood N-3 (2840) , Elementary K-6 (2810) , Special Education PK-12 (9225)	4	Grade 4	8	100	0
1693	Yerkes Christopher	Elementary K-6 (2810) , Mid-Level Mathematics 6-9 (2860) , Mid-Level Science 6-9 (2880) , Principal PK-12 (1115)	K-12	Vice Provost	8	100	0
1694	Yohe Catherine	Social Studies 7-12 (8875)	10-12	Social Studies	8	100	0
1695	Yoke Mary	Mathematics 7-12 (6800)	10-12	Math	8	100	0
1696	Yom Gabrielle	Grades PK-4 (2825)	2	Grade 2	8	100	0
1697	Yonkin Jamie	Principal PK-12 (1115) , Secondary School Counselor 7-12 (1837)	9-12	Assistant Principal	8	100	0
1698	Young Casie	Principal PK-12 (1115) , Ment and/or Phys Handicapped K-12 (9235)	9-12	Supervisor	8	100	0

Staff No.	Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1699	Young Lauren	Elementary K-6 (2810) , Special Education PK-12 (9225) , Reading Specialist PK-12 (7650)	9	Itinerant Lrn Suppt	8	100	0
1700	Yowell Meredith	Elementary & Secondary School Counselor PK-12 (1839)	9-12	Counseling	8	100	0
1701	Zack Joanna	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Lrn Suppt	8	100	0
1702	Zadzura Stacy	Social Studies 7-12 (8875)	7	Social Studies	8	100	0
1703	Zagursky Zachary	Physics 7-12 (8470)	10-12	Physics	8	100	0
1704	Zangaro Jodie	Elementary School Counselor K-6 (1836) , Secondary School Counselor 7-12 (1837)	K-5	Counseling	8	100	0
1705	Zavada Tara	Elementary Education K-8 (12810) , Elementary K-6 (2810)	5	Grade 5	8	100	0
1706	Zimmerman Joshua	#N/A		Career Planning	8	100	0
1707	Zimmerman Tessa	Grades PK-4 (2825) , Special Education PK-8 (9226)	3-5	Itinerant Lrn Suppt	8	100	0
1708	Zuvich Lindsey	Grades PK-4 (2825) , Special Education PK-8 (9226)	4	Itinerant Lrn Suppt	8	100	0
1709	Zvolensky Kayla	Grades PK-4 (2825)	2	Grade 2	8	100	0



***COMMONWEALTH CHARTER ACADEMY
CHARTER SCHOOL***

FINANCIAL AND COMPLIANCE REPORT

Year Ended June 30, 2023

TABLE OF CONTENTS

	Pages
INDEPENDENT AUDITOR'S REPORT	1 - 3
MANAGEMENT'S DISCUSSION AND ANALYSIS	4 - 11
 BASIC FINANCIAL STATEMENTS	
 Government-Wide Financial Statements	
Statement of Net Position.....	12
Statement of Activities.....	13
 Fund Financial Statements	
Balance Sheet - Governmental Funds	14
Reconciliation of Governmental Funds Balance Sheet to the Government-Wide Statement of Net Position.....	15
Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds	16
Reconciliation of the Governmental Funds Statement of Revenues, Expenditures, and Changes in Fund Balances to the Government-Wide Statement of Activities	17
 Notes to Basic Financial Statements	
Note 1 - Summary of Significant Accounting Policies	18
Note 2 - Stewardship, Compliance, and Accountability.....	32
Note 3 - Cash and Investments.....	33
Note 4 - Intergovernmental Receivables	35
Note 5 - Interfund Receivables, Payables, and Transfers	36
Note 6 - Lease Receivable/Deferred Inflows of Resources	36
Note 7 - Changes in Capital Assets.....	37
Note 8 - Line of Credit	38
Note 9 - Long-Term Liabilities	38
Note 10 - Employee Retirement Plans.....	41
Note 11 - Other Postemployment Benefits Plan	48
Note 12 - Risk Management	54
Note 13 - Contingent Liabilities.....	55
Note 14 - Commitments	56
Note 15 - Fund Balances	57
Note 16 - New Accounting Pronouncements	57

REQUIRED SUPPLEMENTARY INFORMATION

Budgetary Comparison Schedule for the General Fund	58
Note to Required Supplementary Information.....	59
Schedule of the Charter School's Proportionate Share of the Net Pension	
Liability and Related Ratios - Pension Plan	60
Schedule of Charter School Contributions - Pension Plan	61
Schedule of the Charter School's Proportionate Share of the Net OPEB	
Liability and Related Ratios - PSERS OPEB Plan.....	62
Schedule of Charter School Contributions - PSERS OPEB Plan	63

SUPPLEMENTARY INFORMATION

Single Audit

Schedule of Expenditures of Federal Awards	64 - 65
Notes to Schedule of Expenditures of Federal Awards	66

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

67 - 68

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

69 - 71

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

72 - 73

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

74

INDEPENDENT AUDITOR'S REPORT

**To the Board of Trustees
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania**

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and each major fund of Commonwealth Charter Academy Charter School, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Commonwealth Charter Academy Charter School's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Commonwealth Charter Academy Charter School, as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Commonwealth Charter Academy Charter School, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principle

As described in Note 1 to the financial statements, effective July 1, 2022, Commonwealth Charter Academy Charter School adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 96, *Subscription-Based Information Technology Arrangements*. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Commonwealth Charter Academy Charter School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Commonwealth Charter Academy Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Commonwealth Charter Academy Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison schedule for the general fund, and pension and other postemployment benefit information on pages 60 through 63 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Commonwealth Charter Academy Charter School's basic financial statements. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated February 14, 2024, on our consideration of Commonwealth Charter Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Commonwealth Charter Academy Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Commonwealth Charter Academy Charter School's internal control over financial reporting and compliance.

Herbein + Company, Inc.

**Reading, Pennsylvania
February 14, 2024**



**Commonwealth Charter Academy Charter School
Management's Discussion and Analysis
June 30, 2023**

The Management of Commonwealth Charter Academy Charter School (CCA or the School) has prepared this narrative overview and analysis of the financial activities of the School for the fiscal year that ended on June 30, 2023. The information presented here should be read and considered in conjunction with the financial statements and the notes to the basic financial statements to enhance the reader's understanding of the School's financial performance as a whole.

Financial Highlights

For fiscal year 2022-23, CCA adopted a balanced general fund budget in the amount of \$306.9 million. Actual general fund revenues and other financing sources were \$417.9 million. Actual general fund expenditures were \$333.7 million and transfers to the capital projects fund totaled \$83.9 million. This careful budgeting resulted in a fund balance surplus in the general fund of \$0.3 million.

General fund revenues in 2022-23 increased by approximately \$19.1 million over the prior year due to a variety of economic factors. The largest among these factors is the continued increase in learner enrollments as a result of the continued interest in remote learning stemming from the COVID-19 global pandemic. Another contributing factor to the increase is due to the 2017-18 court decision that mandated school districts to use budgeted expenditures instead of actual expenditures for tuition payment calculations.

The School's general fund cash balance on June 30, 2023, was \$86.7 million, resulting in an increase of approximately \$44.8 million. The rise is attributed to receipts of significant Education Stabilization Fund grant money and timing of interfund payables to the capital projects fund. Intergovernmental receivables have decreased by \$34 million, related to receipt of prior year federal grant receivables. All other receivables remain consistent with the prior year due to routine year-end reconciliations.

Total general fund payables increased by \$16.9 million due primarily to an increase in interfund payables of \$7.4 million related to transfers to the capital projects fund for future family service center expansion within Pennsylvania, an increase of \$8.7 million in accrued salaries, benefits, and withholdings, and technology development investments, including our in-house designed relationship management system, EDIO.

CCA's government-wide net position increased by \$56.3 million in the current year, bringing the ending net position to \$361.4 million.

The School adopted Governmental Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pensions*, and Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date*, beginning in 2014-15, and is accordingly reporting its share of the June 30, 2023 total Public School Employees' Retirement System (PSERS) pension liability calculated to be \$232.1 million.

Effective July 1, 2017, the School adopted GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, to be in conformity with generally accepted accounting principles. Statement No. 75 establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferring inflows of resources, and expenditures in order to improve accounting and financial reporting by governments for post-employment benefits other than pensions (OPEB). The OPEB liability reflected on the government-wide statements relates to the PSERS Health Insurance Premium Assistance Program. At June 30, 2023, the School's share of this OPEB liability was \$9.7 million, which is reflected on the government-wide statements.

During the year ended June 30, 2022, CCA adopted new accounting guidance, GASB Statement No. 87, retroactive to July 1, 2021. GASB Statement No. 87 was issued to recognize certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right-to-use an underlying asset. Under this statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources. Lease receivables decreased by \$0.4 million in this second year of implementation with an offsetting deferred inflow for lease revenue, and capital assets (including right-to-use lease assets) totaled at \$8.1 million with an offsetting noncurrent liability of \$8.5 million.

During the school year ending June 30, 2023, the School adopted a new accounting guidance, GASB Statement No. 96, retroactive to July 1, 2022. GASB Statement No. 96 was issued to address the accounting for software subscription services. It defines Subscription-Based Information Technology Arrangements (SBITAs) that convey control of the right to use another party's (a SBITA vendor's) information technology software, alone or in combination with tangible capital assets (the underlying IT assets), as specified in the contract for a period of time in an exchange or exchange-like transaction. The subscription term includes the period during which a government has a noncancelable right to use the underlying IT assets. The subscription term also includes periods covered by an option to extend if it is reasonably certain that the government or SBITA vendor will exercise that option or to terminate if it is reasonably certain that the government or SBITA vendor will not exercise that option. As a result of this standard implementation, subscription payables were increased by \$0.9 million, which includes a re-stated beginning fund balance of \$1.2 million, and capital assets increased by \$2.4 million, which includes a re-stated beginning fund balance of \$1.8 million. Capital projects fund balance was restated by \$(598,000) as a result of this standard implementation.

Overview of Financial Statements

This annual report consists of three parts: (1) management's discussion and analysis, (2) the basic financial statements, and (3) required supplementary information. The basic financial statements are comprised of two types, government-wide and fund financial, that offer distinct perspectives on the school's financial position. Within this report, you will also find supplementary information aligned with single audit reporting requirements.

This Management's Discussion and Analysis is intended to serve as an introduction to the School's basic financial statements. Government-Wide Financial Statements include a Statement of Net Position and the Statement of Activities, offering readers both short-term and long-term insights into the School's financial landscape. The remaining Fund Financial Statements delve into a detailed presentation of short-term operations, with a particular focus on fund balance as a valuable indicator of the government's net resources available for spending on program purposes at the close of the fiscal year.

For a comprehensive understanding of the data presented in the government-wide and fund financial statements, the Notes to the Financial Statements provide additional information. These notes are essential in providing context and depth to the financial information presented in this report.

Figure 1 shows how the various parts of this annual report are arranged and related to one another.

Figure 1

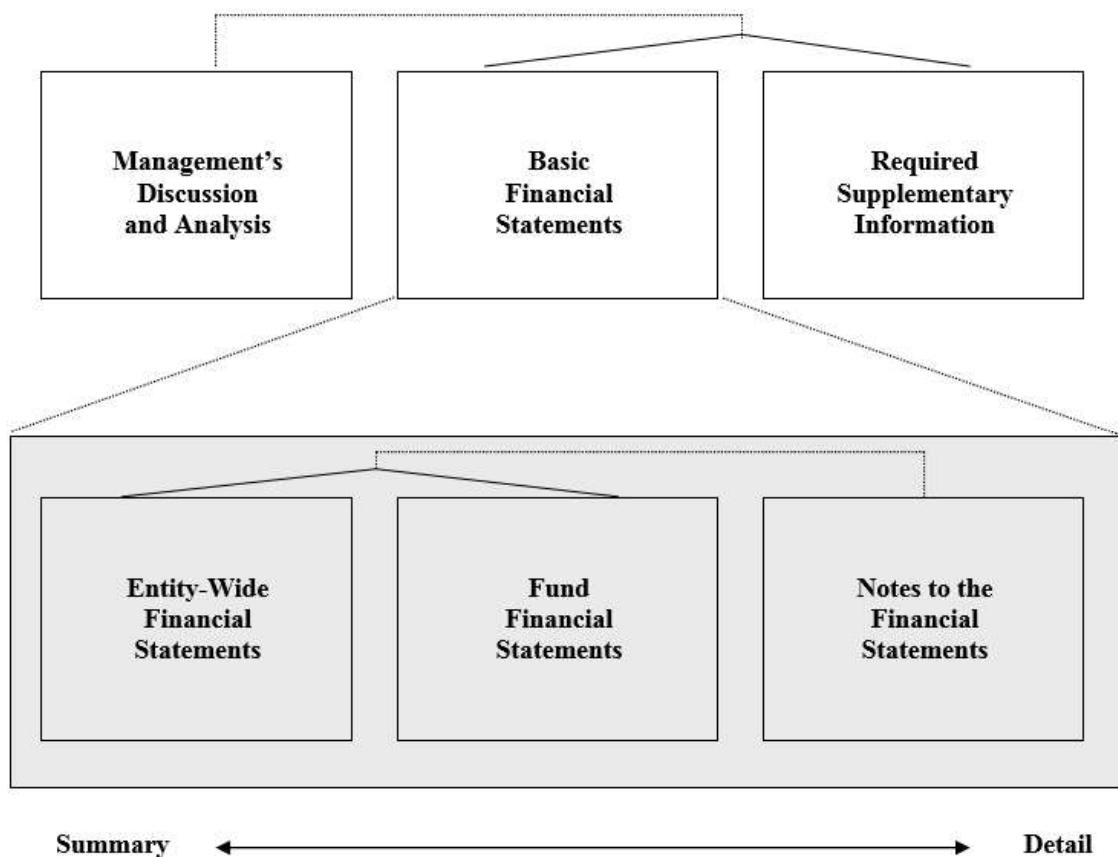


Figure 2 summarizes the major features of the School's financial statements, including the portion of School activity they cover and the types of information they encompass. The following section of management's discussion and analysis highlights a detailed exploration of the structure and contents of each statement.

Figure 2

<u>Major Features of the Government-Wide and Fund Financial Statements</u>		
	District-Wide Statements	Fund Financial Statements
		Governmental Funds
Scope	Entire School (except fiduciary funds)	Activities of the School that are not proprietary or fiduciary, such as general operating and capital projects
Required financial statements	<ul style="list-style-type: none"> • Statement of net position • Statement of activities 	<ul style="list-style-type: none"> • Balance sheet • Statement of revenues, expenditures, and changes in fund balances
Accounting basis and measurement focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial focus
Type of asset/liability information	All assets and liabilities, both financial and capital, current and noncurrent, and deferred inflows and outflows of resources	Generally, assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets or noncurrent liabilities included
Type of inflow/outflow information	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and the related liability is due and payable

Government-Wide Statements

The government-wide statements offer a comprehensive analysis of the School as a whole, utilizing accounting methods similar to those employed by private-sector companies, known as the accrual basis of accounting.

The Statement of Net Position summarizes all of the School's assets and liabilities, deferred inflows and outflows of resources with the difference reported as "net position." Changes in net position over time signify the School's financial trajectory.

The Statement of Activities presents information showing how the School's net position evolved during the year. All changes in net position are reported as soon as the underlying events giving rise to the change occur, regardless of the related cash flow timing. Therefore, revenues and expenses are reported in these statements for some events that will result in cash flows in future periods.

Currently, only governmental activities are reflected in these statements. These contain the basic services of the school, such as regular and special education, the operation and maintenance of essential services, as well as the tuition revenue and federal and state grants that generally finance these programs.

Fund Financial Statements

The fund financial statements offer more detailed information about the major individual funds of the School. A fund is a fiscal and accounting entity with a self-balancing set of accounts used to keep track of specific sources of funding and spending for particular programs. Presently, CCA has only governmental funds.

- Governmental Funds - Encompassing most basic services, these funds focus on the inflow and outflow of money, providing a detailed short-term view of general operations and basic services. They guide decisions regarding future spending and resource availability for the School's programs.

Government-Wide Financial Analysis

The Statement of Net Position includes details of the School's assets, liabilities, deferred inflows and outflows of resources, and net position. Management has adopted Governmental Accounting Standards Board (GASB) Statement No. 34 which requires a comparative analysis of current and prior periods. Figure 3 illustrates a comparative summary of the School's net position for the years ended June 30, 2023 and 2022.

Figure 3 Comparative Statement of Net Position Summary	<u>2023</u>	<u>2022</u>
Current and other assets	\$ 267,961,454	\$ 182,893,970
Capital assets, net	<u>272,923,153</u>	<u>275,613,686</u>
Total assets	540,884,607	458,507,656
Deferred outflows of resources	<u>134,668,347</u>	<u>100,993,285</u>
Total assets and deferred outflows	<u>\$ 675,552,954</u>	<u>\$ 559,500,941</u>
Current liabilities	\$ 50,863,065	\$ 39,197,597
Net pension liability, Noncurrent liabilities, & other post-employment benefits	<u>249,675,702</u>	<u>181,015,094</u>
Total liabilities	300,538,767	220,212,691
Deferred pension, lease revenue, and other post-employment benefit inflows	13,611,499	34,200,578
Net invested in capital assets	263,526,171	163,047,754
Restricted for Capital	182,945,929	203,501,814
Unrestricted (deficit)	<u>(85,069,412)</u>	<u>(61,461,896)</u>
Total net position	<u>361,402,688</u>	<u>305,087,672</u>
Total liabilities, deferred inflows, and net position	<u>\$ 675,552,954</u>	<u>\$ 559,500,941</u>

The increase in current assets, besides excess revenues over expenses in operations, is due to an increase in prepaid expenses that expand over several years. Furthermore, additions to capital assets for planned purchases of buildings at strategic locations throughout the state, building improvements to existing and future locations, expansion of fleet vehicles at multiple locations, and the continued investments in EDIO, the School's relationship management system, round out the increase in total assets.

The rise in liabilities can be attributed to several factors, notably increased payroll liabilities due to higher staffing levels resulting from a surge in enrollments during the school year. Additionally, there is an upswing in payables linked to operations, coupled with an augmented pension and other post-employment benefits liability at the close of the fiscal year. The figures for these pension and other post-employment benefits are provided by the Public School Employees' Retirement System (PSERS), and the fluctuations in deferred inflows and outflows are tied to the experiences of the benefit plans, varying annually.

The outcomes of operations for the fiscal year ending June 30, 2023, are comprehensively detailed in the Statement of Activities. Figure 4 is a comparative summary of changes in net position for the years ending June 30, 2023, and 2022.

Revenues are classified into program or general revenues. Program revenues stem directly from the services themselves or provided externally for use in a specific function, categorized as charges for services, operating grants and contributions, or capital grants and contributions. General revenues include investment earnings and other revenue that does not meet the criteria for program revenue. Expenses are categorized by function, covering instruction, support services, and non-instructional services.

Figure 4 Comparative Statement of Activities Summary	<u>2023</u>	<u>2022</u>
Revenues		
Program Revenues		
Local educational agency assistance	\$ 391,109,537	\$ 343,206,317
Operating grants & contributions	23,439,325	53,489,940
General revenues	<u>6,552,989</u>	<u>794,894</u>
Total revenues	421,101,851	397,491,151
Expenditures		
Instruction	210,922,414	162,307,267
Support services	133,367,391	92,792,349
Non-instructional services	6,674,997	4,590,282
Interest on leases and SBITAs	384,291	369,296
Unallocated depreciation & amortization	<u>13,437,742</u>	<u>14,919,293</u>
Total expenditures	<u>364,786,835</u>	<u>274,978,487</u>
Change in net position	56,315,016	122,512,664
Net position, beginning	<u>305,087,672</u>	<u>182,575,008</u>
Net position, ending	<u>\$ 361,402,688</u>	<u>\$ 305,087,672</u>

The School's revenues remain predominately local school district tuition funds based on learner enrollment. For the year ended June 30, 2023, the School's total revenues of \$421.1 million, which surpassed expenditures of \$364.8 million by \$56.3 million, positively impacted the net position at the end of the school year.

Figure 5 shows the net cost (income) of governmental activities for the years ended June 30, 2023 and 2022:

Figure 5	Year Ended June 30, 2023		Year Ended June 30, 2022	
	Total Cost of Services	Net Cost (Income) of Services	Total Cost of Services	Net Cost (Income) of Services
Instruction	\$210,922,414	\$(44,598,418)	\$162,307,267	\$(100,654,381)
Instructional student support	73,026,963	(9,177,746)	49,621,919	(16,009,669)
Administrative and financial support services	50,595,642	(5,620,026)	36,632,090	(11,986,813)
Operation and maintenance of plant services	9,555,337	(1,155,418)	6,268,896	(4,499,568)
Pupil transportation	189,449	(33,142)	274,444	(104,660)
Student activities	870,107	(191,201)	680,278	(253,362)
Community services	5,804,890	(2,808,109)	3,910,004	(3,497,906)
Interest on debt	384,291	384,291	369,296	369,296
Unallocated depreciation and amortization	13,437,742	13,437,742	14,919,293	14,919,293
Total	\$364,786,835	\$(49,762,027)	\$274,978,487	\$(121,717,770)

Governmental Funds Financial Analysis

The focus of the School's governmental funds is to provide insights on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental funds reported an ending fund balance of \$213.4 million. Of the ending fund balance, \$25.5 million is non-spendable and related to prepaid expenditures, \$182.9 million is restricted for capital projects, and \$4.2 million is assigned for various purposes such as technology and learning management system objects and other investments as outlined on the balance sheet of the governmental funds. The remaining unassigned fund balance is \$0.7 million.

Budget Variations - General Fund

Actual revenues exceeded budgeted amounts by \$109.6 million, primarily attributed to increased tuition from sending school districts related to their per-learner expenditure calculations, rising learner enrollments, and an increase in federal funding.

Actual expenditures, excluding other financing uses, surpassed budgeted expenditures by \$43.7 million. This was driven by the need for increased personnel for various instructional and support positions as a result of the increased enrollments. These increased enrollments also caused increased costs for instructional materials, curriculum, and hardware necessary for instruction.

Capital Assets

As of June 30, 2023, the School's investment in capital assets and right-to-use assets for its governmental activities totaled \$272.9 million (net of accumulated depreciation and accumulated amortization, respectively). This investment in capital assets includes equipment, furniture, technology, software, buildings, and building improvements. It also represents the financial value of leased locations and software subscriptions as determined by GASB 87 and GASB 96.

The School continued to invest in building improvements, software development, and furniture and equipment during 2022-23, with capital additions of \$107.9 million, an increase of \$48.7 million over the previous year. Fixed assets costing \$6.6 million with accumulated depreciation of \$4.2 million were disposed of during the year ended June 30, 2023. Additional information on the School's capital assets can be found in Note 7 of this report.

Long-Term Liabilities

The Charter School's noncurrent liabilities consist of \$8.5 million in leases payable, \$0.9 million in subscription liabilities, \$232.1 million in net pension liability, and \$9.7 million in other postemployment benefit liability. Details of the School's long-term liabilities can be found in Note 9.

Economic Factors and Next Year's Budget and Activities

Anticipating consistent growth in learner enrollments during the 2023-24 school year, the School foresees tuitions from local school districts to align with this trend. Economic factors influencing next year's budget include ongoing enrollment increases from the global pandemic of 2020 and staffing costs aligned with enrollment levels, which in turn will also cause an increase in employer PSERS contributions, health insurance premiums, and other staffing expenses. Other future events impacting the School financially may involve fluctuations in learner enrollments, corresponding staffing changes, and potential State budget cuts or funding adjustments to investments in education.

During 2022-23 school year forward, the School will maintain its investment strategy to finance curriculum and learning management system enhancements. It is anticipated the School will also continue its current investment strategy of capital purchases and improvements. These projects will require additional resources over the next several years to enhance the quality of our family service centers for the benefit of families and staff.

During the 2022-23 school year, CCA acquired three properties adjacent to our Johnstown office, the parking garage adjacent to our Waterfront office, property in Shippensburg and Mansfield, as well as buildings in Monongahela, Blue Bell, Williamsport, and Montage. This is part of a continued effort to grow our presence in the state.

In the 2023-24 school year to date, CCA has purchased a building in Harrisburg that will be used as a data center and has placed a deposit on a property in Manheim.

Contacting the School's Financial Management

The financial report is designed to provide interested parties with a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to the President and CEO, Commonwealth Charter Academy Charter School, One Innovation Way, Harrisburg, PA 17110.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATEMENT OF NET POSITION

June 30, 2023

	Governmental Activities
ASSETS	
Cash and investments	\$ 206,730,625
Intergovernmental receivables	28,947,497
Other receivables	1,092,584
Prepaid expenses	25,531,493
Lease receivable	5,659,255
Capital assets:	
Capital assets not being depreciated	157,029,862
Capital assets, net of accumulated depreciation/amortization	105,452,757
Right-to-use assets, net of accumulated amortization	10,440,534
TOTAL ASSETS	540,884,607
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows of resources for pension	127,608,395
Deferred outflows of resources for other postemployment benefits	7,059,952
TOTAL DEFERRED OUTFLOWS OF RESOURCES	134,668,347
LIABILITIES	
Accounts payable	20,364,847
Accrued salaries, benefits, and withholdings	28,491,787
Accrued interest	59,547
Unearned revenue	222,121
Other liabilities	194,483
Noncurrent liabilities due within one year	1,530,280
Noncurrent liabilities:	
Leases payable	7,552,172
Subscription liability	314,530
Net pension liability	232,119,000
Net other postemployment benefit liability	9,690,000
TOTAL LIABILITIES	300,538,767
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows of resources for lease revenue	5,318,499
Deferred inflows of resources for pension	5,946,000
Deferred inflows of resources for other postemployment benefits	2,347,000
TOTAL DEFERRED INFLOWS OF RESOURCES	13,611,499
NET POSITION	
Net investment in capital assets	263,526,171
Restricted for capital projects	182,945,929
Unrestricted (deficit)	(85,069,412)
TOTAL NET POSITION	\$ 361,402,688

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2023

<u>Functions/Programs</u>	<u>Expenses</u>	<u>Program Revenue</u>		<u>Net (Expense) Revenue and Changes in Net Position Governmental Activities</u>
		<u>Charges for Services</u>	<u>Operating Grants and Contributions</u>	
Governmental Activities				
Instruction	\$ 210,922,414	\$ 235,949,500	\$ 19,571,332	\$ 44,598,418
Instructional student support	73,026,963	80,894,837	1,309,872	9,177,746
Administrative and financial support services	50,595,642	55,920,232	295,436	5,620,026
Operation and maintenance of plant services	9,555,337	10,710,755	-	1,155,418
Pupil transportation	189,449	222,591	-	33,142
Student activities	870,107	1,021,680	39,628	191,201
Community services	5,804,890	6,389,942	2,223,057	2,808,109
Interest on long-term debt	384,291	-	-	(384,291)
Unallocated depreciation/ amortization expense	13,437,742	-	-	(13,437,742)
Total Governmental Activities	\$ 364,786,835	\$ 391,109,537	\$ 23,439,325	49,762,027
General Revenues				
Investment earnings				5,823,317
Miscellaneous revenue				729,672
Total General Revenues				6,552,989
Change in Net Position				56,315,016
Net Position - Beginning of Year				305,087,672
Net Position - End of Year				\$ 361,402,688

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

BALANCE SHEET - GOVERNMENTAL FUNDS

June 30, 2023

	General	Capital Projects	Total Governmental Funds
ASSETS			
Cash and investments	\$ 86,656,367	\$ 120,074,258	\$ 206,730,625
Interfund receivable	614	73,926,855	73,927,469
Intergovernmental receivables	28,947,497	-	28,947,497
Other receivables	541,597	550,987	1,092,584
Lease receivable	5,659,255	-	5,659,255
Prepaid expenditures	24,324,964	1,206,529	25,531,493
TOTAL ASSETS	\$ 146,130,294	\$ 195,758,629	\$ 341,888,923
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES			
LIABILITIES			
Interfund payable	\$ 73,926,855	\$ 614	\$ 73,927,469
Accounts payable	8,759,290	11,605,557	20,364,847
Accrued salaries, benefits, and withholdings	28,491,787	-	28,491,787
Unearned revenue	222,121	-	222,121
Other liabilities	194,483	-	194,483
TOTAL LIABILITIES	111,594,536	11,606,171	123,200,707
DEFERRED INFLOWS OF RESOURCES			
Lease revenue	5,318,499	-	5,318,499
FUND BALANCES			
Nonspendable:			
Prepaid expenditures	24,324,964	1,206,529	25,531,493
Restricted	-	182,945,929	182,945,929
Assigned:			
Technology investments	2,207,558	-	2,207,558
Learning Management System and curriculum development	1,136,723	-	1,136,723
Future health insurance claims	894,798	-	894,798
Unassigned	653,216	-	653,216
TOTAL FUND BALANCES	29,217,259	184,152,458	213,369,717
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES	\$ 146,130,294	\$ 195,758,629	\$ 341,888,923

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

RECONCILIATION OF GOVERNMENTAL FUNDS BALANCE SHEET TO THE
GOVERNMENT-WIDE STATEMENT OF NET POSITION

June 30, 2023

Amounts reported for governmental activities on the statement of net position are different because:

TOTAL FUND BALANCES - GOVERNMENTAL FUND		\$ 213,369,717
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is \$325,586,555 and the accumulated depreciation/amortization is \$52,663,402.		272,923,153
Long-term liabilities are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities at year end consist of:		
Leases payable	(8,543,936)	
Subscription liability	(853,046)	
Accrued interest	<u>(59,547)</u>	(9,456,529)
The net pension liability and related deferred outflows and inflows of resources for pensions are not reflected on the fund financial statements.		(110,456,605)
The net other postemployment benefit liability and related deferred outflows and inflows of resources for other postemployment benefits are not reflected on the fund financial statements.		<u>(4,977,048)</u>
TOTAL NET POSITION - GOVERNMENTAL ACTIVITIES		<u><u>\$ 361,402,688</u></u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES -
GOVERNMENTAL FUNDS**

For the Year Ended June 30, 2023

	General	Capital Projects	Total Governmental Funds
REVENUES			
Local sources	\$ 398,125,977	\$ 4,612,054	\$ 402,738,031
State sources	497,836	-	497,836
Federal sources	17,861,378	-	17,861,378
TOTAL REVENUES	416,485,191	4,612,054	421,097,245
EXPENDITURES			
Current:			
Instructional services	200,818,179	20,440	200,838,619
Support services	124,387,306	26,433,063	150,820,369
Operation of noninstructional services	6,308,080	-	6,308,080
Capital outlay	-	80,836,762	80,836,762
Debt service:			
Principal	1,868,864	-	1,868,864
Interest	354,489	-	354,489
Refund of prior year revenue	5,106	-	5,106
TOTAL EXPENDITURES	333,742,024	107,290,265	441,032,289
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	82,743,167	(102,678,211)	(19,935,044)
OTHER FINANCING SOURCES (USES)			
Proceeds from issuance of right-to-use arrangements	1,435,552	-	1,435,552
Insurance recoveries	4,606	-	4,606
Loss on lease termination	(1,748)	-	(1,748)
Transfers in	-	83,926,855	83,926,855
Transfers out	(83,926,855)	-	(83,926,855)
TOTAL OTHER FINANCING SOURCES (USES)	(82,488,445)	83,926,855	1,438,410
NET CHANGE IN FUND BALANCES	254,722	(18,751,356)	(18,496,634)
FUND BALANCES - BEGINNING OF YEAR - RESTATED	28,962,537	202,903,814	231,866,351
FUND BALANCES - END OF YEAR	\$ 29,217,259	\$ 184,152,458	\$ 213,369,717

See accompanying notes.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES,
EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE
GOVERNMENT-WIDE STATEMENT OF ACTIVITIES**

For the Year Ended June 30, 2023

Amounts reported for governmental activities in the statement of activities are different because:

NET CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS **\$ (18,496,634)**

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation or amortization expense.

Capital outlays	\$ 107,850,011	
Less: Depreciation/amortization expense	(16,195,207)	
Less: Loss on disposal of capital assets	<u>(2,423,726)</u>	89,231,078

Issuance of long-term debt (e.g., leases) provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds.

Issuance of leases	(1,202,386)	
Issuance of subscription liabilities	(233,166)	
Repayment of lease principal	1,288,639	
Repayment of subscription liability principal	<u>580,225</u>	433,312

Interest expense incurred on long-term debt in the statement of activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due, and thus requires the use of current financial resources. (29,802)

Some expenses reported in the statement of activities do not require the use of current financial resources and are not reported as expenditures in governmental funds. The difference in the amount incurred and amount paid of these activities is:

Net pension liability and related deferred outflows and inflows	(14,291,054)	
Net OPEB liability and related deferred outflows and inflows	<u>(531,884)</u>	<u>(14,822,938)</u>

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES **\$ 56,315,016**

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

Commonwealth Charter Academy Charter School (the “Charter School” or “School”) is a nonprofit corporation established pursuant to the Pennsylvania Nonprofit Corporation Law of 1988. The Charter School is chartered directly through the Pennsylvania Department of Education. The current charter expired June 30, 2016; the renewal is currently being processed by the Pennsylvania Department of Education.

The Charter School is headquartered in Harrisburg, Pennsylvania, and was established to leverage technology on behalf of students who need a more personalized approach to education to maximize their potential and meet the highest performance standards. The Charter School is a provider of high-quality, highly accountable virtual schooling for learners in grades K-12. The Charter School gives learners the flexibility to learn at home with a curriculum that meets rigorous State education standards. Through individualized service, instruction, and dedication to achievement, the Charter School provides an opportunity for all learners to competently meet personal and community goals, overcome challenges, and share their passion for success with future generations.

The Charter School is governed by a board of trustees. The number of trustees shall be determined by the Board from time to time. At least three trustees shall be chosen from and shall represent one of the following constituencies: (1) the parent of one or more student(s) who is/are enrolled in the School; (2) a generally recognized community leader in the area served by the School, as determined at the discretion of the Board; and (3) an individual currently employed as either a teacher, college instructor in the area of education, or an individual who has served in those capacities or who otherwise has expertise in education, as determined at the discretion of the Board.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of Commonwealth Charter Academy Charter School have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the authoritative standard-setting body for the establishment of governmental accounting and financial reporting principles. The more significant of these accounting principles are as follows:

A. Reporting Entity

As required by generally accepted accounting principles, the financial statements of the reporting entity include those of the Charter School and its component units.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

A. Reporting Entity - continued

The Charter School used guidance contained in generally accepted accounting principles to evaluate the possible inclusion of related entities (authorities, boards, councils, fiduciary activities, etc.) within its reporting entity. Accounting principles generally accepted in the United States of America require that the reporting entity consists of the primary government and legally separate entities for which the primary government is financially accountable. In addition, the primary government may determine, through the exercise of management's professional judgment, that the inclusion of a legally separate entity that does not meet the financial accountability criteria is necessary in order to prevent the reporting entity's financial statements from being misleading. In such instances, that legally separate entity should be included as a component unit if the nature and significance of their relationship with the primary government or other component units are such that the exclusion from the financial reporting entity would render the financial reporting entity's financial statements incomplete or misleading. In evaluating how to define the reporting entity, management has considered all potential component units.

Based on the foregoing criteria, Commonwealth Charter Academy Charter School has determined it has no component units.

B. Basis of Presentation - Government-Wide Financial Statements

Government-wide financial statements (i.e., the statement of net position and the statement of activities) display information about the reporting entity, except for its fiduciary activities. All fiduciary activities are reported only in the fund financial statements. The government-wide statements include separate columns for the governmental and business-type activities of the primary government, as well as any discretely presented component units. Governmental activities, which normally are supported by intergovernmental revenues and other nonexchange transactions, are reported separately from business-type activities which rely to a significant extent on fees and charges for support. Likewise, the primary government is reported separately from the legally separate component units for which the primary government is financially accountable. The Charter School presently only has governmental activities.

The statement of activities demonstrates the degree to which the direct expenses of a given function to the Charter School are offset by the program revenues related to that function. Direct expenses are those that are directly related to and clearly identified with a function. Program revenues include 1) charges to customers or others who purchase, use or directly benefit from services or goods provided by a given function, or 2) grants and contributions that are restricted to meet the operational or capital requirements of a function. Other items properly not included in program revenues are reported as general revenues.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

C. Basis of Presentation - Fund Financial Statements

The fund financial statements provide information about the government's funds, including its fiduciary funds. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds.

The Charter School Reports the Following Major Governmental Funds:

General Fund: The general fund is the general operating fund of the Charter School. This fund is charged with all costs of operating the Charter School for which a separate fund has not been established.

Capital Projects Fund: The capital projects fund accounts for expenditures related to facilities acquisitions and improvements as well as office furniture and equipment costs located within School facilities, and proprietary software development and enhancements.

The Charter School does not currently have any enterprise or fiduciary funds.

During the course of operations, the government has activity between funds for various purposes. Any residual balances outstanding at year end are reported as interfund receivables and payables. While these balances are reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities (i.e., the governmental funds) are eliminated so that only the net amount is included as internal balances in the governmental activities column.

Further, certain activity occurs during the year involving transfers of resources between funds. In fund financial statements, these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Transfers between the funds included in governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

D. Measurement Focus and Basis of Accounting

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Charter School considers revenues to be available if they are collected by October 31, 2023. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other eligibility requirements have been met. If time eligibility requirements are not met, deferred inflows of resources would be recorded. All other revenue items are considered to be measurable and available only when cash is received by the Charter School.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, and claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt, including leases payable and subscription liabilities, are reported as other financing sources.

E. Budgetary Information

Budgetary Basis of Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for the general fund. All annual appropriations, except unexpended grant appropriations and encumbrances, lapse at fiscal year end. The Charter School's 2022-2023 budget was prepared and approved by the board of trustees prior to submitting the budget to the Pennsylvania Department of Education.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position

1. Investments

Investments are valued at fair value in accordance with Governmental Accounting Standards Board Statement No. 72, *Fair Value Measurement and Application*, except for investments in external investment pools, which are valued at amortized costs if required criteria are met as outlined in Governmental Accounting Standards Board Statement No. 79, *Certain External Investment Pools and Pool Participants*.

The Charter School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

Investments are exposed to various risks such as interest rate, credit, and overall market volatility. Due to the level of risk associated with certain investment securities, it is reasonably possible that changes in the fair value of investments will occur in the near term and that such changes could materially affect the amounts reported in the statement of net position.

2. Interfund Transactions

Activity between funds that is representative of lending/borrowing arrangements outstanding at the end of the year are referred to as "interfund receivables/payables."

3. Receivables

The intergovernmental receivables are amounts due from local school districts, the Pennsylvania Department of Education (PDE), and other governmental entities.

4. Prepaid Items

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The costs of prepaid items are recorded as expenditures/expenses when consumed rather than when purchased. At June 30, 2023, prepaid expenditures/expenses consist of the following:

	General Fund	Capital Fund
Curriculum and licenses	\$ 16,384,561	\$ 680,686
Rent and utilities	9,591	-
Security and property purchase deposits	283,421	525,843
Technology	4,849,307	-
Contracted services	954,890	-
Other	1,843,194	-
Total	<u>\$ 24,324,964</u>	<u>\$ 1,206,529</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

5. Capital Assets, Depreciation, and Amortization

The Charter School's capital assets with useful lives of more than one year are stated at historical cost and comprehensively reported in the government-wide financial statements. The reported value excludes normal maintenance and repairs, which are essentially amounts spent in relation to capital assets that do not increase the capacity or efficiency of the item or extend its useful life beyond the original estimate. Donated capital assets are recorded at the acquisition value of the item at the date of donation. Right-to-use assets are reported when a qualifying lease or subscription liability is incurred.

The Charter School generally capitalizes assets with a cost of \$10,000 or more as purchase and construction outlays occur, with the exception of laptops. Assets purchased or constructed with long-term debt may be capitalized regardless of the threshold established. The costs of normal maintenance and repairs that do not add to the asset value or materially extend useful lives are not capitalized. Construction in progress is stated at cost and consists primarily of costs incurred on construction projects. No provision for depreciation is made on construction in progress until the assets are complete and placed into service. Capital assets are depreciated or amortized using the straight-line method. When capital assets are disposed, the cost and applicable accumulated depreciation or amortization are removed from the respective accounts, and the resulting gain or loss is recorded in operations.

Estimated useful lives for depreciable and amortizable assets are as follows:

Assets	Years
Building and improvements	6 - 27.5
Software	10
Furniture and equipment	3 - 7
Right-to-use lease assets	2 - 33
Right-to-use subscription assets	2 - 4

6. Valuation of Long-Lived Assets

Long-lived assets to be held and used are required to be reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. In general, any long-lived assets to be disposed of are reported at the lower of carrying amount or fair value less cost to sell. The Charter School periodically evaluates the recoverability of its long-lived assets, including real estate and improvements and deferred costs, using objective methodologies. Such methodologies include evaluations based on cash flows generated by the underlying assets or other determinants of fair value. None of the Charter School's long-lived assets were considered to be impaired as of June 30, 2023.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

7. Unearned Revenues

Revenues that are received but not earned are reported as unearned revenues in the government-wide and governmental fund financial statements. Unearned revenues arise when resources are received prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the Charter School has legal claim to the resources, the liability for unearned revenue is removed from the respective financial statements and revenue is recognized.

8. Long-Term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental or business-type activity columns in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method. Bonds payable are reported net of the applicable bond premium or discount. Other bond issuance costs are expensed at the time the debt is issued.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued and original issue discounts or premiums are reported as other financing sources and uses. Issuance costs and underwriter's discount, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

9. Leases and Subscription-Based Information Technology Arrangements

Lessor

Commonwealth Charter Academy Charter School is a lessor for noncancellable leases of building space. The Charter School recognizes a lease receivable and a deferred inflow of resources in the government-wide and governmental fund financial statements.

At the commencement of a lease, Commonwealth Charter Academy Charter School initially measures the lease receivable at the present value of payments expected to be received during the lease term. Subsequently, the lease receivable is reduced by the principal portion of lease payments received. The deferred inflow of resources is initially measured as the initial amount of the lease receivable, adjusted for lease payments received at or before the lease commencement date. Subsequently, the deferred inflow of resources is recognized as revenue over the life of the lease term.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

9. Leases and Subscription-Based Information Technology Arrangements - continued

Lessor - continued

Key estimates and judgments include how the Charter School determines (1) the discount rate it uses to discount the expected lease receipts to present value, (2) lease term, and (3) lease receipts.

- Commonwealth Charter Academy Charter School uses its estimated incremental borrowing rate as the discount rate for the lease.
- The lease term includes the noncancellable period of the lease. Also included within the lease term are qualifying lease renewals or early termination options that the Charter School is reasonably certain to exercise or not. Lease receipts included in the measurement of the lease receivable is composed of fixed payments from the lessee.

The Charter School monitors changes in circumstances that would require a remeasurement of its lease, and will remeasure the lease receivable and deferred inflows of resources if certain changes occur that are expected to significantly affect the amount of the lease receivable.

Lessee and Subscription-Based Information Technology Arrangements

Commonwealth Charter Academy Charter School is a lessee for noncancellable leases of equipment, building space, and subscription-based information technology arrangements (SBITA). The Charter School recognizes a lease or subscription liability and an intangible right-to-use asset (lease or subscription asset) in the government-wide financial statements.

At the commencement of a lease or SBITA, the Charter School initially measures the liability at the present value of payments expected to be made during the term. Subsequently, the liability is reduced by the principal portion of payments made. The right-to-use asset is initially measured as the initial amount of the liability, adjusted for payments made at or before the commencement date, plus certain initial direct costs. Subsequently, the right-to-use asset is amortized on a straight-line basis over its useful life.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

9. Leases and Subscription-Based Information Technology Arrangements - continued

Lessee and Subscription-Based Information Technology Arrangements - continued

Key estimates and judgments related to leases and SBITAs include how the Charter School determines (1) the discount rate it uses to discount the expected payments to present value, (2) term, and (3) payments.

- The Charter School uses the interest rate charged under the agreement as the discount rate. When the interest rate charged by the lessor is not provided, the Charter School generally uses its estimated incremental borrowing rate as the discount rate for leases.
- The term includes the noncancellable period of the agreement. Also included within the term are any qualifying renewals or early termination options that the Charter School is reasonably certain to exercise or not exercise. Payments included in the measurement of the liability are composed of fixed payments and purchase option price that the Charter School is reasonably certain to exercise.

The Charter School monitors changes in circumstances that would require a remeasurement of its lease or SBITA and will remeasure the asset and liability if certain changes occur that are expected to significantly affect the amount of the liability.

Lease and subscription assets are reported with capital assets as right-to-use assets and related liabilities are reported with noncurrent liabilities on the statement of net position.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

10. Pension

The Charter School contributes to the Public School Employees Retirement System (PSERS), a cost-sharing multiple-employer defined benefit pension plan. The Charter School accounts for the plan under the provisions of GASB Statement No. 68, which establishes standards for the measurement, recognition, and display of pension expense and related liabilities, deferred outflows and deferred inflows of resources related to pension, certain required supplementary information, and note disclosures.

For the purpose of measuring the net pension liability, deferred outflows of resources, and deferred inflows of resources related to pension and pension expense, information about the fiduciary net position of the Public School Employees' Retirement System (PSERS), and additions to/deductions from PSERS's fiduciary net position have been determined on the same basis as they are reported by PSERS. For this purpose, benefit payments (including refund of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

11. Other Postemployment Benefits (OPEB)

The Charter School's other postemployment benefit plan is accounted for under the provisions of GASB Statement No. 75, which establishes standards for the measurement, recognition, and display of other postemployment benefit expense and related liabilities, deferred outflows and deferred inflows of resources related to other postemployment benefits, certain required supplementary information, and note disclosures. The Charter School provides OPEB under the following plan:

PSERS OPEB Plan

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the *PSERS and additions to/deductions from PSERS' fiduciary net position have been determined on the* same basis as they are reported by PSERS. For this purpose, benefit payments are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

12. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expenses) until then. The Charter School has two items that qualify for reporting in this category:

Deferred outflows of resources for pension relate to the Charter School's net pension liability and pension expense and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the pension plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred outflow. Also included are contributions made to the pension plan subsequent to the measurement date and prior to the Charter School's year end. The contributions will be recognized as a reduction in net pension liability in the following year.

Deferred outflows of resources for other postemployment benefits relate to the Charter School's liability for postemployment benefits other than pensions and related expenses and arise from the changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred outflow. Also included are contributions or benefit payments made subsequent to the measurement date and prior to the Charter School's year end. These payments will be recognized as a reduction to the net other postemployment benefit liability in the following year.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

12. Deferred Outflows/Inflows of Resources - continued

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time. The Charter School has three types of items that qualify for reporting in this category:

Deferred inflows of resources for lease revenue relates to lessor agreements the Charter School has for its facilities with third parties. The deferred inflows of resources are recorded at the initiation of the lease in an amount equal to the initial recording of the lease receivable. The deferred inflows of resources are amortized on a straight-line basis over the term of the lease.

Deferred inflows of resources for pension relates to the Charter School's net pension liability and pension expense and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the pension plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred inflow.

Deferred inflows of resources for other postemployment benefits relate to the Charter School's liability for postemployment benefits other than pensions and related expenses and arise from changes in assumptions, actual versus expected results, changes in benefits, variances in expected versus actual investment earnings, changes in the employer's proportion, or differences between employer contributions and the proportionate share of total contributions reported by the plan. These amounts are deferred and amortized over either a closed 5-year period or the average remaining service life of all employees depending on what gave rise to the deferred inflow.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

13. Net Position and Flow Assumptions

Net position represents the difference between assets and deferred outflows of resources less liabilities and deferred inflows of resources. Net investment in the capital assets component of net position is comprised of capital assets, net of accumulated depreciation/amortization, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. In addition, any deferred outflows of resources and/or deferred inflows of resources related to such capital assets or liabilities associated with the capital assets should also be added to or deducted from the overall net investment in capital assets. If there are unspent related debt proceeds at year-end, the portion of debt attributed to the unspent bond proceeds is not included in the calculation of net investment in capital assets. The restricted component of net position is used when there are limitations imposed on their use either through the enabling legislation adopted by a higher governmental authority or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The remaining component of net position is unrestricted.

The Charter School applies restricted resources first when an expense is incurred for purposes for which both the restricted and unrestricted components of net position are available.

14. Fund Balance Policies and Flow Assumptions

Fund balance of governmental funds is reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The Charter School itself can establish limitations on the use of resources through either a commitment (committed fund balance) or an assignment (assigned fund balance).

The nonspendable fund balance classification represents assets in nonspendable form and includes items such as prepaid expenditures and inventory.

The restricted fund balance classification represents funds that are limited in use due to constraints for a specific purpose through restrictions by external parties, grant agreements, or enabling legislation.

The committed fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the Charter School's highest level of decision-making authority. The board of trustees is the highest level of decision-making authority for the Charter School that can, by adoption of a resolution prior to the end of the fiscal year, commit fund balance. Once adopted, the limitation imposed by the resolution remains in place until a similar action is taken (the adoption of another resolution) to remove or revise the limitation.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Financial Position - continued

14. Fund Balance Policies and Flow Assumptions - continued

Amounts in the assigned fund balance classification are intended to be used by the government for specific purposes but do not meet the criteria to be classified as committed. The board has delegated authority to assign fund balance to the President and Chief Executive Officer. Unlike commitments, assignments generally only exist temporarily. In other words, an additional action does not normally have to be taken for the removal of an assignment. Conversely, as discussed above, an additional action is essential to either remove or revise a commitment.

Sometimes the government will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. The Charter School's policy states in circumstances where an expenditure is made for a purpose for which amounts are available in multiple fund balance classifications, the order in which resources will be expensed is as follows: restricted fund balance, followed by committed fund balance, assigned fund balance and unassigned fund balance.

The Charter School does not have a minimum fund balance policy.

G. Use of Estimates

The preparation of the financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

H. Adoption of Accounting Standards

During the year ended June 30, 2023, the Charter adopted new accounting guidance, GASB Statement No. 96, retroactive to July 1, 2022. GASB Statement No. 96 was issued to (1) define subscription-based information technology arrangements (SBITAs); (2) establish that a SBITA results in a right-to-use subscription asset - an intangible asset - and a corresponding subscription liability; (3) provide the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) require note disclosures regarding a SBITA. As a result of this standard implementation, the following restatements to beginning fund balance and net position occurred:

	Governmental Activities	General Fund	Capital Projects Fund
Balance at June 30, 2022	\$ 305,087,672	\$ 28,962,537	\$ 203,501,814
Prepaid expense adjustment	(598,000)	-	(598,000)
Right-to-use subscription asset	1,798,105	-	-
Subscription liability	(1,200,105)	-	-
Restated Net Position/Fund Balance at July 1, 2022	<u>\$ 305,087,672</u>	<u>\$ 28,962,537</u>	<u>\$ 202,903,814</u>

NOTE 2 - STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

A. Compliance with Finance Related Legal and Contractual Provisions

The Charter School had no material violations of finance related legal and contractual provisions.

B. Deficit Fund Balance or Net Position of Individual Funds

For the year ended June 30, 2023, no individual fund had a deficit fund balance or net position.

C. Excess of Expenditures Over Appropriations in Individual Funds

For the year ended June 30, 2023, the General Fund had an excess of expenditures over appropriations of \$43,718,481. The Charter School used revenue in excess of budget to satisfy the excess expenditures.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 3 - CASH AND INVESTMENTS

Under Section 440.1 of the Public School Code of 1949, as amended, the Charter School is permitted to invest funds in the following types of investments:

Obligations of (a) the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, (b) the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the Commonwealth, or (c) any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.

Deposits in savings accounts, time deposits, or share accounts of institutions insured by the Federal Deposit Insurance Corporation to the extent that such accounts are so insured and for any amounts above the insured maximum, provided that approved collateral as provided by law, therefore, shall be pledged by the depository.

Pennsylvania Act 10 of 2016 became effective May 25, 2016 and expanded the permitted investment types to include commercial paper, bankers' acceptances, negotiable certificates of deposit, and insured bank deposit reciprocals as long as certain safeguards related to credit quality and maturity are met.

The deposit and investment policy of the Charter School adheres to state statutes. There were no deposits or investment transactions during the year that were in violation of either the state statutes or the policy of the Charter School.

The breakdown of total cash and investments on the financial statements at June 30, 2023, was as follows:

Demand deposits	\$ 201,640,770
Investments	<u>5,089,855</u>
	<u>\$ 206,730,625</u>

Deposits

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, the government's deposits may not be returned to it. The Charter School does not have a policy for custodial credit risk. As of June 30, 2023, the carrying amount of the Charter School's deposits was \$201,640,770 and the bank balance was \$215,180,625. The School participates in an insured cash sweep savings account which spreads savings funds through a variety of banks with allocated funds at each bank being under the FDIC limit. Therefore, \$90,918,473 of the bank balance was covered by federal depository insurance and \$124,262,152 was exposed to custodial credit risk but covered by collateralization requirements in accordance with Act 72 of the 1971 Session of the Pennsylvania General Assembly.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 3 - CASH AND INVESTMENTS - CONTINUED

Investments

As of June 30, 2023, the Charter School had the following investments:

	<u>Maturities</u>	<u>Fair Value</u>	<u>Carrying Value</u>	<u>Level</u>
U.S. Treasuries	<1 year	\$ 5,089,855	<u>\$ 5,089,855</u>	1
		Total Investments	<u>\$ 5,089,855</u>	

The Charter School's investment carrying value of \$5,089,855 for the year ended June 30, 2023 is assessed using Level 1 inputs based on actively traded markets.

Interest Rate Risk

The Charter School has a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2023, the Charter School has no investments subject to this interest rate risk.

Credit Risk

The Charter School has an investment policy that would limit its investment choices to certain credit ratings. As of June 30, 2023, the Charter School's investments were rated as:

<u>Investment</u>	<u>Standard & Poor's</u>
U.S. Treasuries	AAA

Concentration of Credit Risk

The Charter School has a policy that would limit the amount they may invest in any one issue. At June 30, 2023, 100% of the Charter School's investments are in U.S. Treasury bills which is in compliance with the policy.

Custodial Credit Risk

For an investment, custodial credit risk is the risk that in the event of the failure of the counterparty, the Charter School will not be able to recover the value of its investments or collateral security that are in the possession of an outside party. The Charter School has no investments subject to custodial credit risk.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 4 - INTERGOVERNMENTAL RECEIVABLES

The intergovernmental receivables are due from local school districts, the Pennsylvania Department of Education (PDE), and other governmental agencies. Thus, no allowance has been deemed necessary or recorded in the accompanying financial statements. The intergovernmental receivables balance consists of the following as of June 30, 2023:

Local Education Agencies	\$ 26,982,330
Pennsylvania Department of Education:	
Title I Grants to Local Educational Agencies	922,579
Supporting Effective Instruction State Grant	550,688
Student Support and Academic Enrichment Program	126,815
COVID-19 Education Stabilization Fund	208,417
Pennsylvania Department of Human Services - Medical Assistance	106,668
Intermediate Unit 13 - Special Education Grants to States	<u>50,000</u>
Total Intergovernmental Receivables	<u><u>\$ 28,947,497</u></u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 5 - INTERFUND RECEIVABLES, PAYABLES, AND TRANSFERS

The following is a summary of interfund receivables and payables at June 30, 2023:

	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
General Fund	\$ 614	\$ 73,926,855
Capital Projects Fund	<u>73,926,855</u>	<u>614</u>
	<u><u>\$ 73,927,469</u></u>	<u><u>\$ 73,927,469</u></u>

Interfund receivables and payables exist as a result of a time lag between dates when payments between funds are made to fund current and future capital purchases. All will be paid within one year.

The Charter School made the following interfund operating transfers during the year ended June 30, 2023:

	<u>Transfers In</u>	<u>Transfers Out</u>
General Fund	\$ -	\$ 83,926,855
Capital Projects Fund	<u>83,926,855</u>	<u>-</u>
	<u><u>\$ 83,926,855</u></u>	<u><u>\$ 83,926,855</u></u>

Transfers are made to fund current and future capital projects.

NOTE 6 - LEASE RECEIVABLE/DEFERRED INFLOWS OF RESOURCES

The Charter School has entered into various leases as lessor for the use of Charter School facilities through June 30, 2030. As of June 30, 2023, the value of the lease receivable is \$5,659,255 with a related deferred inflow of \$5,318,499. The lessees are required to make monthly payments of principal and interest. The leases have an interest rate of 4.0%. The Charter School recognized lease revenue of \$983,595 during the year ended June 30, 2023, including interest revenue of \$231,486.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 7 - CHANGES IN CAPITAL ASSETS

Capital assets balances and activity for the year ended June 30, 2023, were as follows:

	Beginning Balance (Restated)	Increase	Decrease/ Transfers	Ending Balance
Governmental Activities				
Capital assets not being depreciated:				
Land	\$ 171,105	\$ -	\$ -	\$ 171,105
Construction in progress	66,145,151	98,202,672	(7,489,066)	156,858,757
Total assets not being depreciated	66,316,256	98,202,672	(7,489,066)	157,029,862
Capital assets being depreciated/amortized:				
Building and improvements	78,739,935	3,931,964	6,935,687	89,607,586
Software	31,077,665	-	-	31,077,665
Furniture and equipment	36,512,004	2,687,713	(4,871,830)	34,327,887
Total assets being depreciated/amortized	146,329,604	6,619,677	2,063,857	155,013,138
Less accumulated depreciation/amortization for:				
Building and improvements	10,592,461	3,830,208	(10,274)	14,412,395
Software	7,819,279	3,107,767	-	10,927,046
Furniture and equipment	20,712,382	6,499,767	(2,991,209)	24,220,940
Total accumulated depreciation/amortization	39,124,122	13,437,742	(3,001,483)	49,560,381
Total capital assets being depreciated/amortized, net	107,205,482	(6,818,065)	5,065,340	105,452,757
Right-to-use assets being amortized:				
Leased Buildings	8,522,180	1,187,959	(1,201,676)	8,508,463
Leased Equipment	1,397,284	14,427	-	1,411,711
Subscriptions	1,798,105	1,825,276	-	3,623,381
Totals being amortized	11,717,569	3,027,662	(1,201,676)	13,543,555
Less accumulated amortization for:				
Leased Buildings	1,392,968	1,331,742	(1,201,676)	1,523,034
Leased Equipment	154,264	154,664	-	308,928
Subscriptions	-	1,271,059	-	1,271,059
Total accumulated amortization	1,547,232	2,757,465	(1,201,676)	3,103,021
Total right-to-use assets being amortized, net	10,170,337	270,197	-	10,440,534
GOVERNMENTAL ACTIVITIES, CAPITAL ASSETS, NET	\$183,692,075	\$ 91,654,804	\$ (2,423,726)	\$ 272,923,153

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 7 - CHANGES IN CAPITAL ASSETS - CONTINUED

Depreciation and amortization expense was charged to functions/programs of the governmental activities of the primary government as follows:

Administrative and financial support services	\$	1,271,059
Operation and maintenance of plant services		1,486,406
Unallocated		13,437,742
Total	\$	<u>16,195,207</u>

NOTE 8 - LINE OF CREDIT

On June 27, 2014, the Charter School obtained a \$5,000,000 line of credit to fund short-term asset purchases and fund accounts receivable. Interest on the line is payable at LIBOR plus 2.85%. The interest rate at June 30, 2023 was 7.9473%. The line is subject to certain financial covenants and all assets of the Charter School are pledged as collateral. There was no balance on the line and no activity for the year ended June 30, 2023.

NOTE 9 - LONG-TERM LIABILITIES

Leases

The Charter School has entered into lease agreements for equipment and building space. The leases have varying termination dates through January 2054. The leases include monthly or quarterly payments of principal and interest at a rate of 4.0%. The leases are secured by the related equipment. The Charter School reported the following lease expense for the year ended June 30, 2023:

Lease expense:		
Buildings	\$	1,331,742
Equipment		154,664
Total amortization expense		<u>1,486,406</u>
Interest on lease liabilities		<u>344,239</u>
Total	\$	<u>1,830,645</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 9 - LONG-TERM LIABILITIES - CONTINUED

Leases - continued

Future lease maturities as of June 30 are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 991,764	\$ 320,168	\$ 1,311,932
2025	650,686	289,899	940,585
2026	576,523	265,500	842,023
2027	489,796	246,581	736,377
2028	547,502	224,012	771,514
2029 - 2033	2,769,143	763,498	3,532,641
2034 - 2038	1,657,942	316,992	1,974,934
2039 - 2043	197,936	154,335	352,271
2044 - 2048	278,424	106,076	384,500
2049 - 2053	339,954	44,546	384,500
2054	<u>44,266</u>	<u>592</u>	<u>44,858</u>
Total	<u>\$ 8,543,936</u>	<u>\$ 2,732,199</u>	<u>\$ 11,276,135</u>

Subscriptions

The Charter School has entered into various agreements for subscription-based information technology arrangements. The agreements have various maturities through January 2026. Annual, monthly or quarterly principal and interest payments are made at a rate of 4.50%. The Charter School reported the following SBITA expense for the year ended June 30, 2023:

SBITA expense:	
Software	\$ 1,271,059
Interest on SBITA liabilities	40,052
Variable SBITA expense	<u>562,125</u>
Total	<u>\$ 1,873,236</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 9 - LONG-TERM LIABILITIES - CONTINUED

Subscriptions - continued

The Charter School's subscription liabilities mature as follows for the years ending June 30:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 538,516	\$ 39,611	\$ 578,127
2025	<u>314,530</u>	<u>14,449</u>	<u>328,979</u>
Total	<u>\$ 853,046</u>	<u>\$ 54,060</u>	<u>\$ 907,106</u>

Long-term liability balances and activity for the year ended June 30, 2023, are as follows:

	<u>Beginning Balance (Restated)</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
Governmental Activities:					
Leases payable	\$ 8,630,189	\$ 1,202,386	\$ 1,288,639	\$ 8,543,936	\$ 991,764
Subscription liability	1,200,105	233,166	580,225	853,046	538,516
Net pension liability	163,734,000	95,315,117	26,930,117	232,119,000	-
Net other postemployment benefit liability	<u>9,518,000</u>	<u>805,836</u>	<u>633,836</u>	<u>9,690,000</u>	<u>-</u>
Total Governmental Long-Term Liabilities	<u>\$ 183,082,294</u>	<u>\$ 97,556,505</u>	<u>\$ 29,432,817</u>	<u>\$ 251,205,982</u>	<u>\$ 1,530,280</u>

Payments for leases payable are made by the general fund. Payments for subscription liabilities are made by the general and capital projects funds. Total interest paid during the year ended June 30, 2023, was \$354,489. The net pension and OPEB liability will be liquidated through future contributions to PSERS at the statutory rates; contributions will be made from the general fund.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 10 - EMPLOYEE RETIREMENT PLANS

Employee Defined Benefit Pension Plan

General Information About the Pension Plan

Plan Description

PSERS is a governmental, cost-sharing, multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania under Title 24, Part IV of the Pennsylvania General Assembly. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.pa.gov.

Benefits Provided

PSERS provides retirement, disability, and death benefits. Members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 1 year of credited service; (b) age 60 with 30 or more years of credited service; or (c) 35 or more years of service regardless of age. Act 120 of 2010 (Act 120) preserves the benefits of existing members and introduced benefit reductions for individuals who become new members on or after July 1, 2011. Act 120 created two new membership classes, Membership Class T-E (Class T-E) and Membership Class T-F (Class T-F). To qualify for normal retirement, Class T-E and Class T-F members must work until age 65 with a minimum of 3 years of service or attain a total combination of age and service that is equal to or greater than 92 with a minimum of 35 years of service.

Act 5 of 2017 (Act 5) introduced a hybrid benefit plan with two membership classes and a separate defined contribution plan for individuals who become new members on or after July 1, 2019. Act 5 created two new hybrid membership classes, Membership class T-G (Class T-G) and Membership Class T-H (Class T-H) and the separate defined contribution membership class, Membership Class DC (Class DC). To qualify for normal retirement, Class T-G and Class T-H members must work until age 67 with a minimum of 3 years of credited service. Class T-G may also qualify for normal retirement by attaining a total combination of age and service that is equal to or greater than 97 with a minimum of 35 years of credited service.

Benefits are generally between 1.0% to 2.5%, depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service. For members whose membership started prior to July 1, 2011, after completion of five years of service, a member's right to the defined benefits is vested and early retirement benefits may be elected. For Class T-E and Class T-F members, the right to benefits is vested after 10 years of service.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 10 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

General Information About the Pension Plan - continued

Benefits Provided - continued

Participants are eligible for disability retirement benefits after completion of five years of credited service. Such benefits are generally equal to 2.0% or 2.5% depending upon membership class, of the member's final average salary (as defined in the Code) multiplied by the number of years of credited service, but not less than one-third of such salary nor greater than the benefit the member would have had at normal retirement age. Members over normal retirement age may apply for disability benefits.

Death benefits are payable upon the death of an active member who has reached age 62 with at least one year of credited service (age 65 with at least three years of credited service for Class T-E and Class T-F members) or who has at least five years of credited service (10 years for Class T-E and Class T-H members). Such benefits are actuarially equivalent to the benefit that would have been effective if the member had retired on the day before death.

Contributions

The contribution policy is set by state statute and requires contributions by active members and employers. The contribution rates based on qualified member compensation for virtually all members is presented below:

Member Contribution Rates				
Membership Class	Continuous Employment Since	Defined Benefit (DB) Contribution Rate	DC Contribution Rate	Total Contribution Rate
T-C	Prior to July 22, 1983	5.25%	N/A	5.25%
				6.25%
T-C	On or after July 22, 1983	6.25%	N/A	6.25%
T-D	Prior to July 22, 1983	6.50%	N/A	6.50%
				7.50%
T-D	On or after July 22, 1983	7.50%	N/A	7.50%
T-E	On or after July 1, 2011	7.50% base rate with shared risk provision	N/A	Prior to 7/1/21: 7.50% After 7/1/21: 8.00%
T-F	On or after July 1, 2011	10.30% base rate with shared risk provision	N/A	Prior to 7/1/21: 10.30% After 7/1/21: 10.80%
T-G	On or after July 1, 2019	5.50% base rate with shared risk provision	2.75%	Prior to 7/1/21: 8.25% After 7/1/21: 9.00%
T-H	On or after July 1, 2019	4.50% base rate with shared risk provision	3.00%	Prior to 7/1/21: 7.50% After 7/1/21: 8.25%
DC	On or after July 1, 2019	N/A	7.50%	7.50%

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 10 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

General Information About the Pension Plan - continued

Contributions - continued

Shared Risk Program Summary				
Membership Class	Defined Benefit (DB) Base Rate	Shared Risk Increment	Minimum	Maximum
T-E	7.50%	+/- 0.50%	5.50%	9.50%
T-F	10.30%	+/- 0.50%	8.30%	12.50%
T-G	5.50%	+/- 0.75%	2.50%	8.50%
T-H	4.50%	+/- 0.75%	1.50%	7.50%

Employer Contributions:

The Charter School's contractually required contribution rate for the fiscal year ended June 30, 2023, was 34.31% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The rate was certified by the PSERS board of trustees. Contributions to the pension plan from the Charter School were \$38,973,979 for the year ended June 30, 2023. In addition, the Charter School's contribution to the defined contribution plan was \$227,187 for the year ended June 30, 2023.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2023, the Charter School reported a liability of \$232,119,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability was determined by rolling forward the System's total pension liability as of June 30, 2021 to June 30, 2022. The Charter School's proportion of the net pension liability was calculated utilizing the employer's one-year reported contributions as it relates to the total one-year reported contributions. At June 30, 2023, the Charter School's proportion was 0.5221%, which was an increase of 0.1233% from its proportion measured as of June 30, 2022.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 10 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

For the year ended June 30, 2023, the Charter School recognized pension expense of \$53,265,033. At June 30, 2023, the Charter School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ -	\$ 3,938,000
Difference between expected and actual experience	105,000	2,008,000
Changes in proportions - plan level	80,255,000	-
Changes of assumptions	6,931,000	-
Difference between employer contributions and proportionate share of total contributions	1,343,416	-
Contributions subsequent to the measurement date	38,973,979	-
	<u>\$ 127,608,395</u>	<u>\$ 5,946,000</u>

The \$38,973,979 reported as deferred outflows of resources resulting from the Charter School pension contributions made subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows for the years ending June 30:

2024	\$ 35,539,047
2025	32,936,801
2026	8,535,798
2027	5,676,770
	<u>\$ 82,688,416</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 10 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

Actuarial Assumptions

The total pension liability at June 30, 2022, was determined by rolling forward the System's total pension liability at June 30, 2021 to June 30, 2022, using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial valuation date - June 30, 2021.
- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 7.00%, includes inflation at 2.75%.
- Salary growth - Effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 improvement scale.

The actuarial assumptions used in the June 30, 2022 valuation were based on the results of an actuarial experience study that was performed for the five year period ended June 30, 2020.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The pension plan's policy in regard to the allocation of invested plan assets is established and may be amended by the PSERS Board. Plan assets are managed with a long-term objective of achieving and maintaining a fully funded status for the benefits provided through the pension.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 10 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

Actuarial Assumptions - continued

The PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2022, is:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Global public equity	28.0%	5.3%
Private equity	12.0%	8.0%
Fixed income	33.0%	2.3%
Commodities	9.0%	2.3%
Infrastructure/ MLPs	9.0%	5.4%
Real estate	11.0%	4.6%
Absolute return	6.0%	3.5%
Cash	3.0%	0.5%
Leverage	(11.0%)	0.5%
	<u>100.0%</u>	

Discount Rate

The discount rate used to measure the total pension liability was 7.00%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at contractually required rates, actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 10 - EMPLOYEE RETIREMENT PLANS - CONTINUED

Employee Defined Benefit Pension Plan - continued

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions - continued

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability calculated using the discount rate of 7.00%, as well as what the net pension liability would be if it were calculated using a discount rate that is one-percentage point lower (6.00%) or one-percentage point higher (8.00%) than the current rate:

	1% Decrease 6.00%	Current Discount Rate 7.00%	1% Increase 8.00%
Charter School's proportionate share of the net pension liability	\$ 300,230,000	\$ 232,119,000	\$ 174,693,000

Pension Plan Fiduciary Net Position

Detailed information about PSERS' fiduciary net position is available in PSERS Annual Comprehensive Financial Report which can be found on the System's website at www.psers.pa.gov.

Payables to the Pension Plan

At June 30, 2023, the Charter School had an accrued balance due to PSERS, including contributions related to pension and OPEB, of \$10,700,302. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2023 through June 2023.

403(b) Tax Shelter Plan

The Charter School has established a 403(b) tax shelter plan permitting the establishment of accounts for school employees to voluntarily set aside monies to supplement their retirement income. All school employees are eligible, but not required to participate from their initial date of employment. All contributions to the Plan by the employee are discretionary through elective salary reduction.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN

Employee Defined Benefit Other Postemployment Benefits Plan

The Charter School has other postemployment benefits (OPEB) under a cost-sharing, multiple employer, employee defined benefit other postemployment benefits plan administered through PSERS (PSERS OPEB Plan).

PSERS OPEB Plan

General Information About the PSERS OPEB Plan

Health Insurance Premium Assistance Program

PSERS provides Premium Assistance which is a governmental cost sharing, multiple-employer other postemployment benefit plan (OPEB) for all eligible retirees who qualify and elect to participate. Employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Effective January 1, 2002, under the provisions of Act 9 of 2001, participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program (HOP). As of June 30, 2022 there were no assumed future benefit increases to participating eligible retirees.

Premium Assistance Eligibility Criteria

Retirees of the System can participate in the Premium Assistance Program if they satisfy the following criteria:

- Have 24 ½ or more years of service, or
- Are a disability retiree, or
- Have 15 or more years of service and retired after reaching superannuation age.

For Class DC members to become eligible for Premium Assistance, they must satisfy the following criteria:

- Attain Medicare eligibility with 24 ½ or more eligibility points, or
- Have 15 or more eligibility points and terminated after age 67, and
- Have received all or part of their distributions.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

General Information About the PSERS OPEB Plan - continued

Pension Plan Description

PSERS is a governmental cost-sharing multiple-employer defined benefit pension plan that provides retirement benefits to public school employees of the Commonwealth of Pennsylvania. The members eligible to participate in the System include all full-time public school employees, part-time hourly public school employees who render at least 500 hours of service in the school year, and part-time per diem public school employees who render at least 80 days of service in the school year in any of the reporting entities in Pennsylvania. PSERS issues a publicly available financial report that can be obtained at www.psers.pa.gov.

Benefits Provided

Participating eligible retirees are entitled to receive premium assistance payments equal to the lesser of \$100 per month or their out-of-pocket monthly health insurance premium. To receive premium assistance, eligible retirees must obtain their health insurance through either their school employer or the PSERS' Health Options Program.

Contributions

The contribution policy is set by state statute. A portion of each employer's contribution is set aside for premium assistance. The Charter School's contractually required contribution rate for the fiscal year ended June 30, 2023, was 0.75% of covered payroll, actuarially determined as an amount that, when combined with employee contributions, is expected to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. Contributions to the OPEB plan from the Charter School were \$851,952 for the year ended June 30, 2023.

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB

At June 30, 2023, the Charter School reported a liability of \$9,690,000 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2022, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the System's total OPEB liability as of June 30, 2021 to June 30, 2022. The Charter School's proportion of the net OPEB liability was calculated utilizing the employer's one-year reported covered payroll as it relates to the total one-year reported covered payroll. At June 30, 2023, the Charter School's proportion was 0.5264%, which was an increase of 0.1248% from its proportion measured as of June 30, 2022.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

For the year ended June 30, 2023, the Charter School recognized OPEB expense of \$1,383,836. At June 30, 2023, the Charter School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Net difference between projected and actual investment earnings	\$ 26,000	\$ -
Difference between expected and actual experience	89,000	52,000
Changes of assumptions	1,076,000	2,289,000
Changes in proportion	5,017,000	6,000
Contributions made subsequent to the measurement date	851,952	-
	<u>\$ 7,059,952</u>	<u>\$ 2,347,000</u>

The \$851,952 reported as deferred outflows of resources related to OPEB resulting from Charter School contributions made subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ending June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows for the years ending June 30:

2024	\$ 836,000
2025	923,000
2026	801,000
2027	703,000
2028	598,000
	<u>\$ 3,861,000</u>

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Actuarial Assumptions

The total OPEB liability as of June 30, 2022, was determined by rolling forward the System's total OPEB liability as of June 30, 2021 to June 30, 2022 using the following actuarial assumptions, applied to all periods included in the measurement:

- Actuarial valuation date - June 30, 2021.
- Actuarial cost method - Entry Age Normal - level % of pay.
- Investment return - 4.09% - S&P 20 Year Municipal Bond Rate.
- Salary growth - Effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Premium Assistance reimbursement is capped at \$1,200 per year.
- Assumed Healthcare cost trends were applied to retirees with less than \$1,200 in premium assistance per year.
- Mortality rates were based on a blend of 50% PubT-2010 and 50% PubG-2010 Retiree Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020 improvement scale.
- Participation rate:
 - Eligible retirees will elect to participate Pre-age 65 at 50%
 - Eligible retirees will elect to participate Post-age 65 at 70%

The actuarial assumptions used in the June 30, 2021 valuation were based on the results of an actuarial experience study that was performed for the five year period ended June 30, 2020.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Actuarial Assumptions - continued

The following assumptions were used to determine the contribution rate:

- The results of the actuarial valuation as of June 30, 2020 determined the employer contribution rate for fiscal year 2022.
- Cost Method: Amount necessary to assure solvency of Premium Assistance through the third fiscal year after the valuation date.
- Asset valuation method: Market Value.
- Participation rate: The actual data for retirees benefiting under the Plan as of June 30, 2021 was used in lieu of the 63% utilization assumptions for eligible retirees.
- Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

Investments consist primarily of short-term assets designed to protect the principal of the plan assets. The expected rate of return on OPEB plan investments was determined using the OPEB asset allocation policy and best estimates of geometric real rates of return for each asset class.

The OPEB plan's policy in regard to the allocation of invested plan assets is established and may be amended by the PSERS Board. Under the program, as defined in the retirement code employer contribution rates for Premium Assistance are established to provide reserves in the Health Insurance Account that are sufficient for the payment of Premium Assistance benefits for each succeeding year.

The PSERS Board's adopted asset allocation policy and best estimates of geometric real rates of return for each major asset class as of June 30, 2022, is:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Cash	100.0%	0.5%

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Discount Rate

The discount rate used to measure the total OPEB liability was 4.09%. Under the plan's funding policy, contributions are structured for short-term funding of Premium Assistance. The funding policy sets contribution rates necessary to assure solvency of Premium Assistance through the third fiscal year after the actuarial valuation date. The Premium Assistance account is funded to establish reserves that are sufficient for the payment of Premium Assistance benefits for each succeeding year. Due to the short-term funding policy, the OPEB plan's fiduciary net position was not projected to be sufficient to meet projected future benefit payments, therefore the plan is considered a "pay-as-you-go" plan. A discount rate of 4.09% which represents the S&P 20-year Municipal Bond Rate at June 30, 2022, was applied to all projected benefit payments to measure the total OPEB liability.

Sensitivity of the Charter School's Proportionate Share of the Net OPEB Liability to Changes in Healthcare Cost Trend Rates

Healthcare cost trends were applied to retirees receiving less than \$1,200 in annual Premium Assistance. As of June 30, 2022, retirees Premium Assistance benefits are not subject to future healthcare cost increases. The annual Premium Assistance reimbursement for qualifying retirees is capped at a maximum of \$1,200. As of June 30, 2022, 93,293 retirees were receiving the maximum amount allowed of \$1,200 per year. As of June 30, 2022, 582 members were receiving less than the maximum amount allowed of \$1,200 per year. The actual number of retirees receiving less than the \$1,200 per year cap is a small percentage of the total population and has a minimal impact on Healthcare Cost Trends as depicted below.

The following presents the Charter School's proportionate share of the net OPEB liability for the June 30, 2022 measurement date, calculated using current Healthcare cost trends as well as what the Charter School's proportionate share of the net OPEB liability would be if the health cost trends were one-percentage point lower or one-percentage point higher than the current rate:

	<u>1% Decrease</u>	<u>Current Trend Rate</u>	<u>1% Increase</u>
Charter School's proportionate share of the net OPEB liability	\$ 9,689,000	\$ 9,690,000	\$ 9,691,000

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 11 - OTHER POSTEMPLOYMENT BENEFITS PLAN - CONTINUED

PSERS OPEB Plan - continued

PSERS OPEB Plan Liability, Expense, and Deferred Outflows and Inflows of Resources Related to OPEB - continued

Sensitivity of the Charter School's Proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 4.09%, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one-percentage point lower (3.09%) or one-percentage-point higher (5.09%) than the current rate:

	1% Decrease 3.09%	Current Discount Rate 4.09%	1% Increase 5.09%
Charter School's proportionate share of the net OPEB liability	\$ 10,958,000	\$ 9,690,000	\$ 8,629,000

OPEB Plan Fiduciary Net Position

Detailed information about PSERS' fiduciary net position is available in PSERS Annual Comprehensive Financial Report which can be found on the System's website at www.psers.pa.gov.

Payables Related to the Plan

At June 30, 2023, the Charter School had an accrued balance due to PSERS of \$10,700,302, including balances related to pension and OPEB. This amount represents the Charter School's contractually obligated contributions for wages earned in April 2023 through June 2023.

NOTE 12 - RISK MANAGEMENT

The Charter School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; error and omissions; injuries to employees; and natural disasters. Significant losses are covered by commercial insurance for all major programs except for health and vision, for which the Charter School retains risk of loss, as described below. For insured programs, there were no significant reductions in insurance coverages for the 2022-2023 school year. Settlement amounts have not exceeded insurance coverage for the current year or the three prior fiscal years.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 12 - RISK MANAGEMENT - CONTINUED

Currently, the Charter School is self-insured for medical, dental, drug and vision insurance for current employees and their dependents. No retired individuals are participating in the plan. The Charter School uses a third party administrator to provide consulting and administrative services to process claims. During the year ended June 30, 2023, the Charter School had stop-loss coverage for individual claims exceeding \$300,000 per year per participant with exceptions.

The following table presents the components of the plan's benefit liability and the related changes in the plan's benefit liabilities. Claims payable are reported within accrued salaries, benefits, and withholdings.

Benefit liabilities at June 30:

	<u>2023</u>	<u>2022</u>
Claims payable	<u>\$ 3,917,110</u>	<u>\$ 2,353,803</u>

Changes in benefit liabilities are as follows for the years ended June 30:

	<u>2023</u>	<u>2022</u>
Claims payable, beginning of year	\$ 2,353,803	\$ 1,906,126
Benefits earned	20,517,477	15,360,454
Claims paid	<u>(18,954,170)</u>	<u>(14,912,777)</u>
Claims payable, end of year	<u>\$ 3,917,110</u>	<u>\$ 2,353,803</u>

NOTE 13 - CONTINGENT LIABILITIES

The Charter School receives federal, state, and local funding through a number of programs. Payments made by these sources under contractual agreements are provisional and subject to redetermination based on filing reports and audits of those reports. Final settlements due from or to these sources are recorded in the year in which the related services are performed. Any adjustments resulting from subsequent examinations are recognized in the year in which the results of such examinations become known. Charter School officials do not expect any significant adjustments as a result of these examinations.

The Charter School is involved in various lawsuits that arise in the normal course of business. Although the outcome of these lawsuits is not presently determinable, in the opinion of the Charter School's legal counsel, the resolution of these matters will not have a material adverse effect on the financial condition of the Charter School.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 14 - COMMITMENTS

The Charter School has entered into various contracts for construction and renovations at the Charter School's facilities. Contract amounts and outstanding commitments at June 30, 2023 are:

<u>Project</u>	<u>Contract Amount</u>	<u>Commitment Outstanding</u>
Malvern renovations	\$ 18,459,857	\$ 763,606
Erie renovations	8,520,066	1,119,258
State College renovations	8,344,367	6,759,932
Cranberry renovations	7,998,463	1,251,040
Carlisle renovations	8,384,563	7,576,928
York renovations	10,781,036	9,245,561
Wyomissing renovations	7,684,202	7,614,527
Mount Pocono renovations	8,665,000	8,665,000
Shippensburg renovations	12,672,400	12,672,400
Monongahela renovations	<u>1,274,780</u>	<u>230,334</u>
Total	<u>\$ 92,784,734</u>	<u>\$ 55,898,586</u>

Subsequent to year-end, the Charter School purchased a property for the Harrisburg Data Center for \$1,875,000. The Charter School also paid a deposit on an agreement for purchase of a property at a price of \$4,695,000.

Additionally, subsequent to year end, the Charter School awarded contracts totaling \$15,677,289 for renovations at various properties.

The Charter School intends to satisfy these commitments with available capital projects funds.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO BASIC FINANCIAL STATEMENTS

June 30, 2023

NOTE 15 - FUND BALANCES

Details of the Charter School's governmental fund balance reporting and policy can be found in Note 1, *Summary of Significant Accounting Policies*. Fund balance classifications for the year ended June 30, 2023, were as follows:

General Fund

The general fund has nonspendable funds of \$24,324,964 related to prepaid expenditures; assigned funds of \$2,207,558 for technology investments, \$1,136,723 for learning management system and curriculum development, \$894,798 for future health insurance claims; and unassigned funds totaling \$653,216.

Capital Projects Fund

The capital projects fund has nonspendable funds of \$1,206,529 and restricted funds of \$182,945,929 comprised of surplus monies transferred from the general fund for the acquisition or construction of capital facilities and qualifying capital assets.

NOTE 16 - NEW ACCOUNTING PRONOUNCEMENTS

The Governmental Accounting Standards Board (GASB) has issued the following standards which have not yet been implemented:

- Statement No. 100, *Accounting Changes and Error Corrections - an Amendment of Statement No. 62* - The primary objective of this statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability. The statement is effective for the Charter School's fiscal year ending June 30, 2024.
- Statement No. 101, *Compensated Absences* - The primary objective of this statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures. The requirements of this statement are effective for the Charter School's fiscal year ending June 30, 2025.

The Charter School has not yet completed the analysis necessary to determine the actual financial statement impact of these new pronouncements.

REQUIRED SUPPLEMENTARY INFORMATION

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

BUDGETARY COMPARISON SCHEDULE FOR THE
GENERAL FUND

For the Year Ended June 30, 2023

	Original Budget	Final Budget	Actual	Variance
REVENUES				
Local sources	\$ 288,312,020	\$ 288,312,020	\$ 398,125,977	\$ 109,813,957
State sources	580,360	580,360	497,836	(82,524)
Federal sources	17,972,920	17,972,920	17,861,378	(111,542)
TOTAL REVENUES	306,865,300	306,865,300	416,485,191	109,619,891
EXPENDITURES				
INSTRUCTIONAL SERVICES:				
Regular programs - elementary/secondary	125,017,230	125,017,230	136,977,094	(11,959,864)
Special programs - elementary/secondary	52,221,030	52,221,030	60,383,692	(8,162,662)
Vocational education programs	2,239,020	2,239,020	2,342,951	(103,931)
Other instructional programs - elementary/secondary	745,430	745,430	938,017	(192,587)
Higher education programs for secondary students	63,930	63,930	176,425	(112,495)
TOTAL INSTRUCTIONAL SERVICES	180,286,640	180,286,640	200,818,179	(20,531,539)
SUPPORT SERVICES:				
Students	31,015,080	31,015,080	33,602,719	(2,587,639)
Instructional staff	24,615,460	24,615,460	34,897,761	(10,282,301)
Administration	23,966,070	23,966,070	28,434,950	(4,468,880)
Pupil health	349,860	349,860	349,651	209
Business	2,155,390	2,155,390	4,025,542	(1,870,152)
Operation and maintenance of plant	6,413,200	6,413,200	7,815,565	(1,402,365)
Student transportation	381,400	381,400	189,449	191,951
Central	13,227,000	13,227,000	13,111,706	115,294
Other	1,284,060	1,284,060	1,959,963	(675,903)
TOTAL SUPPORT SERVICES	103,407,520	103,407,520	124,387,306	(20,979,786)
OPERATION OF NONINSTRUCTIONAL SERVICES:				
Student activities	497,530	497,530	869,559	(372,029)
Community services	3,608,500	3,608,500	5,438,521	(1,830,021)
TOTAL OPERATION OF NONINSTRUCTIONAL SERVICES	4,106,030	4,106,030	6,308,080	(2,202,050)
DEBT SERVICE	-	-	2,223,353	(2,223,353)
REFUND OF PRIOR YEAR REVENUE	-	-	5,106	(5,106)
TOTAL EXPENDITURES	287,800,190	287,800,190	333,742,024	(43,718,481)
EXCESS OF REVENUES OVER EXPENDITURES	19,065,110	19,065,110	82,743,167	63,678,057
OTHER FINANCING SOURCES (USES)				
Proceeds from issuance of right-to-use arrangements	-	-	1,435,552	1,435,552
Insurance recoveries	-	-	4,606	4,606
Loss on lease termination	-	-	(1,748)	(1,748)
Transfers out	(18,065,110)	(18,065,110)	(83,926,855)	(65,861,745)
Budgetary reserve	(1,000,000)	(1,000,000)	-	1,000,000
TOTAL OTHER FINANCING SOURCES (USES)	(19,065,110)	(19,065,110)	(82,488,445)	(63,423,335)
REVENUES AND OTHER FINANCING SOURCES OVER EXPENDITURES AND OTHER FINANCING USES	\$ -	\$ -	254,722	\$ 254,722
FUND BALANCE - BEGINNING OF YEAR			28,962,537	
FUND BALANCE - END OF YEAR			\$ 29,217,259	

See note to required supplementary information.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTE TO REQUIRED SUPPLEMENTARY INFORMATION

June 30, 2023

BUDGETARY DATA

The budget for the general fund is adopted on the modified accrual basis of accounting which is consistent with generally accepted accounting principles.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts in the PDE 2028 when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all 2022-2023 budget transfers. There were no budget transfers for the year ended June 30, 2023.

Excess of Expenditures Over Appropriations in Individual Funds

For the year ended June 30, 2023, the General Fund had an excess of expenditures over appropriations of \$43,718,481. The Charter School used revenue in excess of budget to satisfy the excess expenditures.

Budgetary Compliance

The Charter School's only legally adopted budget is for the general fund. All budgetary transfers, if applicable, were made within the last nine months of the fiscal year. The Charter School cancels all purchase orders open at year end; therefore, it does not have any outstanding encumbrances at June 30, 2023. In addition, the Charter School includes a portion of the prior year's fund balance represented by unappropriated liquid assets remaining in the fund as budgeted revenue in the succeeding year. The results of operations on a GAAP basis do not recognize the fund balance allocation as revenue as it represents prior period's excess of revenues over expenditures.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**SCHEDULE OF THE CHARTER SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
AND RELATED RATIOS - PENSION PLAN**

LAST TEN FISCAL YEARS

	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
Charter School's proportion of the collective net pension liability	0.5221%	0.3988%	0.2532%	0.2316%	0.2130%	0.1869%	0.1887%	0.1759%	0.1646%	0.1322%
Charter School's proportionate share of the collective net pension liability	\$ 232,119,000	\$ 163,734,000	\$ 124,673,000	\$ 108,349,000	\$ 102,251,000	\$ 92,307,000	\$ 93,514,000	\$ 76,192,000	\$ 65,150,000	\$ 54,177,000
Charter School's covered payroll	\$ 77,410,299	\$ 56,928,109	\$ 35,518,821	\$ 31,937,528	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167	\$ 22,634,497	\$ 21,008,594	\$ 16,966,671
Charter School's proportionate share of the net pension liability as a percentage of its covered payroll	299.86%	287.62%	351.01%	339.25%	356.51%	370.89%	382.62%	336.62%	310.11%	319.31%
Plan fiduciary net position as a percentage of the total pension liability	61.34%	63.67%	54.32%	55.66%	54.00%	51.84%	50.14%	54.36%	57.24%	54.50%

The Charter School's covered payroll noted above is as of the measurement date of the net pension liability, which is one year prior to the fiscal year end.

NOTES TO SCHEDULE

Changes in benefit terms

With the passage of Act 5 on June 12, 2017, class T-E & T-F members are now permitted to elect a lump sum payment of member contributions upon retirement.

Changes in assumptions used in measurement of the Total Pension Liability beginning June 30, 2021

- The Discount Rate decreased from 7.25% to 7.00%. The inflation assumption was decreased from 2.75% to 2.50%. Payroll growth assumption decreased from 3.50% to 3.25%.
- Salary growth changed from an effective average of 5.00%, which was comprised of inflation of 2.75%, real wage growth and for merit or seniority increases of 2.25%, to an effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2014 Mortality Tables for Males and Females to a blended table based on 50% PubT-2010 Employee (Total Teacher dataset) and 50% PubG-2010 (Total General Employees data), adjusted to reflect PSERS' experience and projected using a modified version MP-2020.
- For disabled annuitants the rates were modified from the RP-2014 Mortality Tables for Males and Females to Pub-2010 Disability Mortality Non-Safety Headcount Weighted table, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020.

Changes in assumptions used in measurement of the Total Pension Liability beginning June 30, 2016

- The Investment Rate of Return was adjusted from 7.50% to 7.25%. The inflation assumption was decreased from 3.00% to 2.75%.
- Salary growth changed from an effective average of 5.50%, which was comprised of inflation of 3.00%, real wage growth and for merit or seniority increases of 2.50%, to an effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2000 Combined Healthy Annuitant Tables (male and female) with age set back 3 years for both males and females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. For disabled annuitants the RP-2000 Combined Disabled Tables (male and female) with age set back 7 years for males and 3 years for females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL
SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PENSION PLAN

	LAST TEN FISCAL YEARS									
	2023	2022	2021	2020	2019	2018	2017	2016	2015	
Contractually required contribution	\$ 38,973,979	\$ 26,930,117	\$ 19,895,925	\$ 11,871,686	\$ 10,548,230	\$ 9,171,607	\$ 7,281,614	\$ 6,090,359	\$ 4,559,412	
Contributions in relation to the contractually required contribution	38,973,979	26,930,117	19,895,925	11,871,686	10,548,230	9,171,607	7,281,614	6,090,359	4,559,412	
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter School's covered payroll	\$ 110,545,144	\$ 77,410,299	\$ 56,928,109	\$ 35,518,821	\$ 31,937,528	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167	\$ 22,634,497	
Contributions as a percentage of covered payroll	35.26%	34.79%	34.95%	33.42%	33.03%	31.98%	29.26%	24.92%	20.14%	

NOTE: This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

**SCHEDULE OF THE CHARTER SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY AND
RELATED RATIOS - PSERS OPEB PLAN**

	LAST TEN FISCAL YEARS					
	2023	2022	2021	2020	2019	2018
Charter School's proportion of the collective net PSERS OPEB liability	0.5264%	0.4016%	0.2531%	0.2316%	0.2130%	0.1869%
Charter School's proportionate share of the collective net PSERS OPEB liability	\$ 9,690,000	\$ 9,518,000	\$ 5,469,000	\$ 4,926,000	\$ 4,441,000	\$ 3,808,000
Charter School's covered payroll	\$ 77,410,299	\$ 56,928,109	\$ 35,518,821	\$ 31,937,528	\$ 28,680,932	\$ 24,888,058
Charter School's proportionate share of the net PSERS OPEB liability as a percentage of its covered payroll	12.52%	16.72%	15.40%	15.42%	15.48%	15.30%
Plan fiduciary net position as a percentage of the total PSERS OPEB liability	6.86%	5.30%	5.69%	5.56%	5.56%	5.73%
The Charter School's covered payroll noted above is as of the measurement date of the net PSERS OPEB liability, which is one year prior to the fiscal year end.						

NOTES TO SCHEDULE

Changes in benefit terms
None.

Changes in assumptions used in measurement of the Total OPEB Liability beginning June 30, 2021

- The inflation assumption was decreased from 2.75% to 2.50%. Payroll growth assumption decreased from 3.50% to 3.25%.
- Salary growth changed from an effective average of 5.00%, which was comprised of inflation of 2.75%, real wage growth and for merit or seniority increases of 2.25%, to an effective average of 4.50%, comprised of inflation of 2.50% and 2.00% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2014 Mortality Tables for Males and Females to a blended table based on 50% PubT-2010 Employee (Total Teacher dataset) and 50% PubG-2010 (Total General Employees data), adjusted to reflect PSERS' experience and projected using a modified version MP-2020.
- For disabled annuitants the rates were modified from the RP-2014 Mortality Tables for Males and Females to Pub-2010 Disability Mortality Non-Safety Headcount Weighted table, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2020.

Changes in assumptions used in measurement of the Total OPEB liability beginning June 30, 2016

- Salary growth changed from an effective average of 5.50%, which was comprised of inflation of 3.00%, real wage growth and for merit or seniority increases of 2.50%, to an effective average of 5.00%, comprised of inflation of 2.75% and 2.25% for real wage growth and for merit or seniority increases.
- Mortality rates were modified from the RP-2000 Combined Healthy Annuitant Tables (male and female) with age set back 3 years for both males and females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale. For disabled annuitants the RP-2000 Combined Disabled Tables (male and female) with age set back 7 years for males and 3 years for females to the RP-2014 Mortality Tables for Males and Females, adjusted to reflect PSERS' experience and projected using a modified version of the MP-2015 Mortality Improvement Scale.

For each year presented, the discount rate is updated using the S&P 20-year Municipal Bond Rate.

This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL
SCHEDULE OF CHARTER SCHOOL CONTRIBUTIONS - PSERS OPEB PLAN

	LAST TEN FISCAL YEARS									
	2023	2022	2021	2020	2019	2018	2017	2016	2015	
Contractually required contribution	\$ 851,952	\$ 633,836	\$ 486,860	\$ 298,957	\$ 268,559	\$ 239,837	\$ 206,977	\$ 204,636	\$ 200,169	
Contributions in relation to the contractually required contribution	851,952	633,836	486,860	298,957	268,559	239,837	206,977	204,636	200,169	
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter School's covered payroll	\$ 110,545,144	\$ 77,410,299	\$ 56,928,109	\$ 35,518,821	\$ 31,937,528	\$ 28,680,932	\$ 24,888,058	\$ 24,440,167	\$ 22,634,497	
Contributions as a percentage of covered payroll	0.77%	0.82%	0.86%	0.84%	0.84%	0.84%	0.83%	0.84%	0.88%	

NOTE: This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, information for only those years available is shown.

SUPPLEMENTARY INFORMATION

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

June 30, 2023

Federal Grantor/Pass-Through Grantor/Program Title	Source Code	Assistance Listing Number (ALN)	Pass-Through Grantor's Number	Grant Period Beginning/Ending Dates	Program or Award Amount	Receipts for the Year	Accrued/ (Unearned) Revenue at June 30, 2022	Revenue Recognized/ Expenditures	Accrued/ (Unearned) Revenue at June 30, 2023
U.S. DEPARTMENT OF EDUCATION									
Passed through the Commonwealth of Pennsylvania Department of Education:									
Title I - Grants to Local Educational Agencies	I	84.010	013-23-1037	07/01/22-09/30/23	\$ 7,623,864	\$ 6,701,285	\$ -	\$ 7,623,864	\$ 922,579
Title I - Program Improvement Set Aside	I	84.010	042-22-1037	07/19/22-09/30/23	598,715	598,715	-	598,715	-
Title I - Grants to Local Educational Agencies	I	84.010	013-22-1037	07/01/21-09/30/22	6,793,306	1,220,977	1,220,977	-	-
Subtotal - ALN 84.010						8,520,977	1,220,977	8,222,579	922,579
Supporting Effective Instruction State Grant	I	84.367	020-22-1037	07/01/22-09/30/23	768,775	218,087	-	768,775	550,688
Supporting Effective Instruction State Grant	I	84.367	020-22-1037	07/01/21-09/30/22	712,000	499,168	499,168	-	-
Subtotal - ALN 84.367						717,255	499,168	768,775	550,688
Passed through the Capital Area Intermediate Unit:									
English Language Acquisition State Grants	I	84.365	N/A	07/01/22-09/30/23	83,245	28,243	-	28,243	-
English Language Acquisition State Grants	I	84.365	N/A	07/01/21-09/30/22	57,024	-	(9,000)	9,000	-
Subtotal - ALN 84.365						28,243	(9,000)	37,243	-
Passed through the Commonwealth of Pennsylvania Department of Education:									
Student Support and Academic Enrichment Program	I	84.424	144-23-1037	07/01/22-09/30/23	533,034	406,219	-	533,034	126,815
Student Support and Academic Enrichment Program	I	84.424	144-22-1037	07/01/21-09/30/22	414,540	83,103	83,103	-	-
Subtotal - ALN 84.424						489,322	83,103	533,034	126,815
Education Stabilization Fund									
Passed through the Commonwealth of Pennsylvania Department of Education:									
COVID-19 - Education Stabilization Fund	I	84.425U	223-21-1037	03/13/20-09/30/24	41,173,525	38,179,087	32,094,448	6,084,639	-
COVID-19 - Education Stabilization Fund	I	84.425U	225-21-1037	03/13/20-09/30/24	2,285,791	1,080,555	(122,522)	1,375,854	172,777
COVID-19 - Education Stabilization Fund	I	84.425U	225-21-1037	03/13/20-09/30/24	457,158	216,111	(24,936)	30,914	(210,133)
COVID-19 - Education Stabilization Fund	I	84.425U	225-21-1037	03/13/20-09/30/24	457,158	216,112	(24,936)	276,688	35,640
COVID-19 - Education Stabilization Fund	I	84.425W	181-21-2096	07/01/21-09/30/24	130,490	6,692	(6,692)	3,896	(9,488)
Subtotal - ALN 84.425 - Education Stabilization Fund						39,698,557	31,915,362	7,771,991	(11,204)
Special Education Cluster (IDEA)									
Passed through Intermediate Unit 1:									
Special Education - Grants to States	I	84.027	062-23-0032	07/01/21-06/30/23	7,500	7,500	-	7,500	-
Passed through Intermediate Unit 13:									
Special Education - Grants to States	I	84.027	N/A	07/01/22-09/30/23	50,000	-	-	50,000	50,000
Special Education - Grants to States	I	84.027	N/A	07/01/21-06/30/22	50,000	50,000	50,000	-	-
Passed through the Capital Area Intermediate Unit:									
Special Education - Grants to States	I	84.027	H027A220093	07/01/22-09/30/23	4,832,182	4,832,182	-	4,832,182	-
Special Education - Grants to States	I	84.027	H027A210093	07/01/21-09/30/22	3,920,720	561,767	561,767	-	-
COVID-19 - Special Education - Grants to States	I	84.027X	H027X210093	07/01/21-09/30/22	972,734	972,734	791,019	181,715	-
Total Special Education Cluster (IDEA)						6,424,183	1,402,786	5,071,397	50,000

See notes to schedule of expenditures of federal awards.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

June 30, 2023

Federal Grantor/Pass-Through Grantor/Program Title	Source Code	Assistance Listing Number (ALN)	Pass-Through Grantor's Number	Grant Period Beginning/Ending Dates	Program or Award Amount	Receipts for the Year	Accrued/ (Unearned) Revenue at June 30, 2022	Revenue Recognized/ Expenditures	Accrued/ (Unearned) Revenue at June 30, 2023
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES									
Medicaid Cluster									
Passed through the Pennsylvania Department of Human Services:									
Medical Assistance Program	I	93.778	N/A	07/01/22-06/30/23	142,213	35,545	-	142,213	106,668
Medical Assistance Program	I	93.778	N/A	07/01/21-06/30/22	141,343	118,582	118,582	-	-
TOTAL MEDICAID CLUSTER AND U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES									
						154,127	118,582	142,213	106,668
TOTAL FEDERAL AWARDS						\$ 56,032,664	\$ 35,230,978	\$ 22,547,232	\$ 1,745,546

Source Code: I = Indirect source of funding

NOTE: No funds were passed through to subrecipients in the year ended June 30, 2023.

See notes to schedule of expenditures of federal awards.

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2023

NOTE 1 - BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal awards activity of Commonwealth Charter Academy Charter School under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Commonwealth Charter Academy Charter School, it is not intended to and does not present the financial position, changes in net position, or cash flows of Commonwealth Charter Academy Charter School.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING PRINCIPLES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to the reimbursement. Negative amounts shown on the Schedule represent adjustment or credits made in the normal course of business to amounts reported as expenditures in prior years.

NOTE 3 - DE MINIMIS RATE FOR INDIRECT COSTS

The Charter School did not elect to use the De Minimis rate for indirect costs.

NOTE 4 - ACCESS PROGRAM

The Charter School participates in the ACCESS Program which is a medical assistance program that reimburses local educational agencies for direct eligible health-related services provided to enrolled special needs students. Reimbursements are federal source revenues but are classified as fee-for-service and are not considered federal financial assistance. The amount of ACCESS funding classified as fee-for-service and recognized for the year ended June 30, 2023 was \$385,543.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

**To the Board of Trustees
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Commonwealth Charter Academy Charter School as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Commonwealth Charter Academy Charter School's basic financial statements, and have issued our report thereon dated February 14, 2024.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Commonwealth Charter Academy Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Commonwealth Charter Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Commonwealth Charter Academy Charter School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Commonwealth Charter Academy Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Herbein + Company, Inc.

Reading, Pennsylvania
February 14, 2024

**INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR EACH MAJOR
PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY THE UNIFORM GUIDANCE**

**To the Board of Trustees
Commonwealth Charter Academy Charter School
Harrisburg, Pennsylvania**

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Commonwealth Charter Academy Charter School’s compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of Commonwealth Charter Academy Charter School’s major federal programs for the year ended June 30, 2023. Commonwealth Charter Academy Charter School’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

In our opinion, Commonwealth Charter Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Commonwealth Charter Academy Charter School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Commonwealth Charter Academy Charter School’s compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Commonwealth Charter Academy Charter School's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Commonwealth Charter Academy Charter School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Commonwealth Charter Academy Charter School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Commonwealth Charter Academy Charter School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Commonwealth Charter Academy Charter School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Commonwealth Charter Academy Charter School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Herbein + Company, Inc.

Reading, Pennsylvania
February 14, 2024

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2023

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? yes X no

Significant deficiency(ies) identified not considered to be material weaknesses? yes X none reported

Noncompliance material to financial statements noted? yes X no

Federal Awards

Internal control over major programs:

Material weakness(es) identified? yes X no

Significant deficiency(ies) identified not considered to be material weaknesses? yes X none reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a)? yes X no

Identification of major programs:

<u>Assistance Listing Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I - Grants to Local Educational Agencies
84.367	Supporting Effective Instruction State Grant
84.425	COVID-19 - Education Stabilization Fund

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? X yes no

COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2023

Section II - Financial Statement Findings

There were no financial statement findings.

Section III - Federal Awards Findings and Questioned Costs

There were no federal awards findings or questioned costs reported.



COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2023

Section II - Financial Statement Findings

There were no financial statement findings for the year ended June 30, 2022.

Section III - Federal Awards Findings and Questioned Costs

There were no federal awards findings or questioned costs reported for the year ended June 30, 2022.

Preliminary Statement of Revenues, Expenditures & Fund Balances

Include ALL Funds

as of June 30, 2024

Name of School COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

Address of School ONE INNOVATION WAY, HARRISBURG, PA 17110

CEO Signature  _____

Note-Expenditures may be submitted EITHER as accrual or cash basis

EXPENDITURES

1000	INSTRUCTION	
1100	REGULAR PROGRAMS - ELEMENTARY / SECONDARY	169,125,905.60
1200	SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	76,904,217.39
1300	VOCATIONAL EDUCATION	3,321,963.96
1400	OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	411,236.44
1600	ADULT EDUCATION PROGRAMS	
1700	HIGHER EDUCATION PROGRAMS	279,357.52
1800	PRE-KINDERGARTEN	
2000	SUPPORT SERVICES	
2100	SUPPORT SERVICES - PUPIL PERSONNEL	
	2110 Supervision of Pupil Personnel Services	808,139.80
	2120 Guidance Services	31,952,469.25
	2130 Attendance Services	1,187,941.53
	2140 Psychological Services	5,614,201.32
	2150 Speech Pathology and Audiology Services	780,181.64
	2160 Social Work Services	622,728.68
	2170 Student Accounting Services	342,359.45
	2190 Other Pupil Personnel Services	708,214.76
2200	SUPPORT SERVICES - INSTRUCTIONAL STAFF	
	2210 Supervision of Educational Media Services	541,021.55
	2220 Technology Support Services	
	2230 Educational Television Services	
	2240 Computer-Assisted Instruction Support Services	
	2250 School Library Services	246,118.12
	2260 Instruction and Curriculum Development Services	27,163,344.29
	2270 Instructional Staff Professional Development Services	2,523,920.75
	2280 Nonpublic Support Services	
2300	SUPPORT SERVICES - ADMINISTRATION	
	2310 Board Services	61,421.21
	2320 Board Treasurer Services	
	2340 Staff Relations and Negotiations Services	
	2350 Legal Services	964,203.33
	2360 Office of the Superintendent (Executive Director) Services	4,742,071.28
	2370 Community Relations Services	11,616,433.30
	2380 Office of the Principal Services	10,380,215.93
	2390 Other Administration Services	911,391.55
2400	SUPPORT SERVICES - PUPIL HEALTH	287,359.30

2500		SUPPORT SERVICES - BUSINESS	
	2510	Fiscal Services	2,235,156.85
	2520	Purchasing Services	2,309,635.82
	2530	Warehousing and Distributing Services	
	2540	Printing, Publishing and Duplicating Services	
	2590	Other Support Services - Business	
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES	
	2610	Supervision of Operation and Maintenance of Plant Services	1,146,026.66
	2620	Operation of Buildings Services	5,890,068.93
	2630	Care and Upkeep of Grounds Services	316,556.23
	2640	Care and Upkeep of Equipment Services	660.62
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)	1,138,079.76
	2660	Security Services	
	2690	Other Operation and Maintenance of Plant Services	
2700		STUDENT TRANSPORTATION SERVICES	
	2710	Supervision of Student Transportation Services	
	2720	Vehicle Operation Services	
	2730	Monitoring Services	
	2740	Vehicle Servicing and Maintenance Services	
	2750	Nonpublic Transportation	
	2790	Other Student Transportation Services	231,597.48
2800		SUPPORT SERVICES - CENTRAL	
	2810	Planning, Research, Development and Evaluation Services	7,972,907.21
	2820	Information Services	701,940.18
	2830	Staff Services	2,147,730.01
	2840	Data Processing Services	
	2850	State and Federal Agency Liaison Services	284,437.76
	2860	Management Services	260,723.43
	2890	Other Support Services Central	5,256,847.10
2900		OTHER SUPPORT SERVICES - CENTRAL	
	2990	Pass-Thru Funds	1,600,841.03
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES	
3100		FOOD SERVICES	
3200		STUDENT ACTIVITIES	
	3210	School Sponsored Student Activities	1,026,561.94
	3250	School Sponsored Athletics	5,414.17
3300		COMMUNITY SERVICES	5,941,606.57
	3310	Community Recreation	150,900.00
	3320	Civic Services	
	3330	Public Library Services	
	3340	Custody and Child Care	
	3350	Welfare Activities	20,816.53
	3390	Other Community Services	
3400		SCHOLARSHIPS AND AWARDS	
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL	

4200		EXISTING SITE IMPROVEMENT SERVICES	
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL	
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS	
4500		BUILDING ACQUISITION AND CONSTRUCTION SERVICES - ORIGINAL AND ADDITIONAL	
4600		EXISTING BUILDING IMPROVEMENT SERVICES	
5000		OTHER EXPENDITURES AND FINANCING USES	
5100		DEBT SERVICE / OTHER EXPENDITURES AND FINANCING USES	
5200		FUND TRANSFERS	128,725,894.25
5300		TRANSFERS INVOLVING COMPONENT UNITS	
5400		INTRAFUND TRANSFERS OUT	
5800		SUSPENSE ACCOUNT	
5900		BUDGETARY RESERVE	
TOTAL EXPENDITURES			\$ 518,860,820.49

**TOTAL REVENUES MINUS TOTAL EXPENDITURES = PRELIMINARY CURRENT
FUND BALANCE AS OF JUNE 30, 2024**

1,130,348.28

Preliminary Statement of Revenues, Expenditures & Fund Balances

Include ALL Funds

as of June 30, 2024

Name of School COMMONWEALTH CHARTER ACADEMY CHARTER SCHOOL

Address of School ONE INNOVATION WAY, HARRISBURG, PA 17110

CEO Signature  _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	
6500		EARNINGS ON INVESTMENTS	
	6510	Interest on Investments and Interest-Bearing Checking Accounts	1,935,956.09
	6520	Dividends on Investments	
	6530	Gains or Losses on Sale of Investments	
	6540	Earnings on Investments in Real Property	
	6590	Other Earnings or Investments	
6600		FOOD SERVICE REVENUE	
	6610	Daily Sales - Reimbursable Programs	
	6620	Daily Sales - Non-Reimbursable Programs	
	6630	Special Functions	
	6640	Non-Cash Contributions	
	6650	Price Reduction for Reduced Price and Free Meals (Debit)	
	6690	Other Food Service Revenues	
6700		REVENUES FROM STUDENT ACTIVITIES	
	6710	Admissions	201,814.70
	6720	Bookstore Sales	
	6730	Student Organization Membership Dues and Fees	
	6740	Fees	
	6750	Student Activity - Special Events	151.08
	6790	Other Student Activity Income	
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH	
	6810	Revenue from Local Governmental Units	
	6820	Revenue from Intermediary Sources - Commonwealth Funds	
	6830	Revenues from Intermediary Sources - Federal Funds	6,124,390.60
	6890	Other Revenues from Intermediary Sources	
6900		OTHER REVENUE FROM LOCAL SOURCES	
	6910	Rentals	738,293.06
	6920	Contributions & Donations from Private Sources / Capital Contributions	7,506.96
	6930	Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940	Tuition from Patrons	
	6941	Regular Day School Tuition	
	6942	Summer School Tuition	
	6943	Adult Education Tuition	
	6944	Receipts From Other LEAs in Pennsylvania - Education	495,591,132.61
	6945	Receipts from Out-of-State LEAs	
	6946	Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947	Receipts from Members of Intermediate Units for Education by	
	6948	Receipts from Members of Intermediate Units for Direct Contributions	

		6949	Other Tuition from Patrons	
	6950		Unassigned	
	6960		Services Provide Other Local Governmental Units / LEAs	
		6961	Transportation Services Provided Other Pennsylvania LEAs	
		6969	All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970		Services Provided Other Funds	
	6980		Revenue from Community Service Activities	
	6990		Refunds and Other Miscellaneous Revenue	
		6991	Refunds of a Prior Year Expenditure	690,155.62
		6999	Other Revenues Not Specified Above	45,119.24
7000			REVENUE FROM STATE SOURCES	
7100			BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150		Unassigned	
	7160		Tuition for Orphans and Children Placed in Private Homes	
	7180		Staff and Program Development	
7200			REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210		Homebound Instruction	
	7220		Vocational Education	
	7230		Alternative Education	
	7240		Driver Education - Student	
	7250		Migratory Children	
	7260		Workforce Investment Act (WIA)	
	7270		Specialized Education of Exceptional Pupils	150,000.00
	7280		Adult Literacy	
	7290		Additional Educational Program Revenues	
7300			REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310		Transportation (Regular and Additional)	
	7320		Rental and Sinking Fund Payments / Building Reimbursement Subsidy	
	7330		Health Services (Medical, Dental, Nurse, Act 25)	190,695.82
	7340		Unassigned	
	7350		Sewage Treatment Operations / Environmental Subsidies	
	7360		Safe Schools	
7400			VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500			STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
		7502	Dual Enrollment Grants	
		7503	Project 720/High School Reform	
		7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	289,858.52
7600			REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800			REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810		State Share of Social Security and Medicare Taxes	
	7820		State Share of Retirement Contributions	
7900			REVENUE FOR TECHNOLOGY	
	7910		Educational Technology	
	7990		Other Technology Grants	
8000			REVENUE FROM FEDERAL SOURCES	

8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	
	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	12,251,833.00
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8700		ESSER FUNDING	813,096.39
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	961,165.08
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	

	9330		Capital Projects Funds Transfers	
	9340		Debt Service Fund Transfers	
	9350		Enterprise Fund Transfers	
	9360		Internal Service Fund Transfers	
	9370		Trust and Agency Fund	
	9380		Activity Fund Transfers	
	9390		Permanent Fund Transfers	
9400			SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500			Unassigned	
9600			Unassigned	
9700			TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710		Transfers from Component Units	
	9720		Transfers from Primary Governments	
9800			INTRAFUND TRANSFERS IN	
	9810		General Fund Intrafund Transfers	
	9820		Special Revenue Intrafund Transfers	
	9840		Debt Service Intrafund Transfers	
	9850		Enterprise Intrafund Transfers	
	9860		Internal Service Intrafund Transfers	
	9870		Trust and Agency Intrafund Transfers	
	9880		Activity Interfund Transfers	
TOTAL REVENUES				\$ 519,991,168.77






Expenses & Revenues Charter School Annual Report

Final Audit Report

2024-07-19

Created:	2024-07-18
By:	Regis Barwin (rbarwin@ccaeducate.me)
Status:	Signed
Transaction ID:	CBJCHBCAABAxAxevMnUHCzh3Z7XPY8pJJAgGxNKLMxOkS

"Expenses & Revenues Charter School Annual Report" History

-  Document created by Regis Barwin (rbarwin@ccaeducate.me)
2024-07-18 - 7:53:19 PM GMT
-  Document emailed to Thomas Longenecker (tlongenecker@ccaeducate.me) for signature
2024-07-18 - 7:54:09 PM GMT
-  Email viewed by Thomas Longenecker (tlongenecker@ccaeducate.me)
2024-07-19 - 12:13:50 PM GMT
-  Document e-signed by Thomas Longenecker (tlongenecker@ccaeducate.me)
Signature Date: 2024-07-19 - 12:14:44 PM GMT - Time Source: server
-  Agreement completed.
2024-07-19 - 12:14:44 PM GMT

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333

Division of Federal Programs
Consolidated Program Review

2023-2024 School Year

Commonwealth Charter Academy CS
One Innovation Way
Harrisburg, PA 17110

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Thomas Longenecker	717-710-3300 ext 11165	<input type="checkbox"/>
Business Manager:	Regis Barwin	717-710-3300 ext 11609	<input checked="" type="checkbox"/>
Federal Program Coordinator:	Maribeth Stetts	570-323-1182 ext 16780	<input type="checkbox"/>
Parent/Family Member:			<input type="checkbox"/>

Program(s) Reviewed:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Title IA: Program | <input type="checkbox"/> Title VI-B REAP |
| <input type="checkbox"/> Ed-Flex Waiver: Review | <input type="checkbox"/> Title VIIIA |
| <input checked="" type="checkbox"/> Title IIA: Program | <input checked="" type="checkbox"/> School Level |
| <input type="checkbox"/> Title IIIA: Program | |
| <input checked="" type="checkbox"/> Title IVA: Program | |

Program Reviewer(s): Dr. Helen Gross

Program Review Date: 04/23/2024

Title IA: Program

Component I: Appropriately State Certified

The Local Education Agency (LEA) will ensure that all teachers working in a program supported with Title IA funds meet applicable State certification and licensure requirements.

Section 1111(c)(6)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1A. For Districts only, Charter Schools mark N/A - Teachers working in a Title IA program are appropriately state certified. Are there any staff on emergency permits? If yes, submit suggested evidence and mark Not Met. If no, mark N/A and add the comment that all staff at the LEA are Appropriately State Certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> list of staff on emergency permits	District Comments
					3/1/2024 2:58:54 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is a Charter School
					Monitor Comments
					4/4/2024 1:49:55 PM State Monitor Helen Gross Commonwealth Charter Academy is a Charter School.
1B. For Charter Schools only, Districts mark N/A Charter schools that receive Title I funds must ensure that at least 75% of their professional staff have the appropriate state certification.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Submit a list of certified and non-certified professional staff working in a Title IA program (all professional staff if in a schoolwide charter) and the PDE 414 form	Monitor Comments
					4/22/2024 8:13:20 PM State Monitor Helen Gross Documentation was provided as requested.
PDE4142023-2024SY.xlsx TimeEffortTitleISigned07.01.2023-12.31.2023.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. For all LEAs - All staff paid with federal funds must be appropriately state certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> list of staff and certifications of all staff being paid with federal funds broken out by building assignment	<div>District Comments</div> <div>3/22/2024 11:22:05 AM Assistant Business Manager Regis Barwin Staff being paid with federal funds are highlighted in Red.</div> <div>Monitor Comments</div> <div>4/4/2024 1:49:33 PM State Monitor Helen Gross Professional staff paid with federal funds are noted as certified.</div>
PDE4142023-2024SYStateCertFedFunds(1).xlsx					

Component II: Equity Plan

The LEA will describe how low-income and minority children enrolled in Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

Section 1111(b)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA has developed an Equity plan that assures, through the implementation of various strategies, poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers in Title I schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Updated Equity Plan, with dated agenda and corresponding sign-in sheet	<table><tr><th>Monitor Comments</th></tr><tr><td>4/4/2024 1:51:20 PM State Monitor Helen Gross The LEA's Equity Plan, with dated agenda and corresponding sign-in sheet is current.</td></tr></table>	Monitor Comments	4/4/2024 1:51:20 PM State Monitor Helen Gross The LEA's Equity Plan, with dated agenda and corresponding sign-in sheet is current.
Monitor Comments							
4/4/2024 1:51:20 PM State Monitor Helen Gross The LEA's Equity Plan, with dated agenda and corresponding sign-in sheet is current.							
<div>2023-24TeacherEquityPlan.pdf EquityMeeting-12.13.2023Agenda.pdf</div>							

Component III: Foster Care

The LEA must develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of the time in foster care.

Section 1112(c)(5)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA developed and signed transportation procedures for students in foster care.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Written transportation procedures with signatures	<div><div>District Comments</div><div>2/29/2024 12:16:53 PM Assistant Business Manager Regis Barwin N/A - Commonwealth charter School does not provide transportation as a cyber charter school.</div><div>Monitor Comments</div><div>4/4/2024 1:52:39 PM State Monitor Helen Gross Commonwealth Charter School does not provide transportation as it is a cyber charter school.</div></div>

Component IV: Head Start Coordination Requirements

Each LEA receiving Title IA funds must carry out the activities described in subsection (b) with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Each LEA shall develop agreements with such Head Start agencies and other entities to carry out such activities.

Section 1119(a-c)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
1. The LEA developed a Memorandum of Understanding (MOU) with local Head Start agency(ies) that increase coordination. Must be reviewed and signed annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> MOU, with signatures, uploaded to eGrants. MOU must be dated to demonstrate it was reviewed this year.	<table><tr><th>District Comments</th></tr><tr><td>2/29/2024 12:18:13 PM Assistant Business Manager Regis Barwin N/A - commonwealth Charter School is exempt from this requirement as a cyber charter school.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/4/2024 1:52:56 PM State Monitor Helen Gross Commonwealth Charter School does not work with Head Start programs or is required to have an MOU with local agencies as it is a cyber charter school.</td></tr></table>	District Comments	2/29/2024 12:18:13 PM Assistant Business Manager Regis Barwin N/A - commonwealth Charter School is exempt from this requirement as a cyber charter school.	Monitor Comments	4/4/2024 1:52:56 PM State Monitor Helen Gross Commonwealth Charter School does not work with Head Start programs or is required to have an MOU with local agencies as it is a cyber charter school.
District Comments									
2/29/2024 12:18:13 PM Assistant Business Manager Regis Barwin N/A - commonwealth Charter School is exempt from this requirement as a cyber charter school.									
Monitor Comments									
4/4/2024 1:52:56 PM State Monitor Helen Gross Commonwealth Charter School does not work with Head Start programs or is required to have an MOU with local agencies as it is a cyber charter school.									

Component V: Transition

Title IA requires that activities be coordinated with outside agencies, when applicable, so that transitions from early childhood/preschool to kindergarten, middle school to high school, and high school to post-secondary education as well as school to work transitions are coordinated to prevent duplication of efforts or services.

Section 1112(b)(8)
Section 1112(b)(10)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA implements strategies to facilitate effective transitions for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of transition strategies for served Title I buildings for students transitioning from early childhood/preschool to kindergarten, from middle school to high school, and/or from high school to post-secondary education and the Consolidated Application Transition and Coordination	Monitor Comments
					4/22/2024 8:14:16 PM State Monitor Helen Gross Documentation was provided as requested.
TransitionPlan.pdf TransitionsandCoordination.pdf					

Component VI: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Section 1116(a)(1-3)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<div>1. LEA has a written Parent and Family Engagement policy that includes the required components below and a description of how the components are met at the LEA. Required Components:</div> <div><ul style="list-style-type: none">description of how the LEA involves parents in the joint development of the Title I Plan (Title I Application)</div>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input type="checkbox"/> LEA Parent and Family Engagement policy that includes the required components and a description of how the components are met at the LEA. Submitting just the board approved policy that does not include individual requirements for the LEA will result in a Not Met. LEA must also upload dated parent meeting agenda and corresponding sign in sheet as well as evidence of the method of distribution of the policy.</div> <div><input checked="" type="checkbox"/> LEA Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. LEAs also include method of distribution of the policy.</div>	<div>District Comments</div> <div>2/29/2024 2:27:06 PM Assistant Business Manager Regis Barwin For Evidence of Distribution Note it is under CCA's public website Board of Trustees-Board Policies -700 Business, Governmental, and Community Relations https://ccaeducate.me/content/uploads/2023/04/CCA-Board-of-Trustees-Policy-7.40-Parent-and-Family-Engagement-04052023.pdf</div>
					<div>Monitor Comments</div> <div>4/4/2024 1:54:43 PM State Monitor Helen Gross Documentation presented was timely and complete.</div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none">description of how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent involvement and described in Section 1116 parent and family involvement activities to improve student academic achievement and school performance					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none">• description of how the LEA coordinates and integrates parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs• description of how the LEA conducts with parents an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all school served under Title I, Part A, including identifying:					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none">◦ barriers to greater participation in activities,◦ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers◦ strategies to support successful school and family interactions• description of how the LEA uses the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and how to revise, if necessary, the parent and family engagement policies, and					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none">description of involvement of parents in the activities of the Title I schools.					
<div>CCA-Board-of-Trustees-Policy-7.40-Parent-and-Family-Engagement-04052023.pdf</div> <div>SchoolParentFamilyEngagementPlan23-24.pdf</div> <div>FallParentMeeting11.15.23.txt</div> <div>11.15.23Fallmeeting.PNG</div> <div>FamilyServicesFallMeetingAgenda.docx</div> <div>FederalProgramUpdates-FamilyServices-23-24.pdf</div>					
2. Parents and family members of Title I students shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (This can be marked N/A if the LEA did not reserve funds for Parent and Family Engagement)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and corresponding sign in sheets demonstrating parents were included in the decision on how to use the LEA Parent & Family set aside.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<div>FallParentMeeting11.15.23.txt</div> <div>11.15.23Fallmeeting.PNG</div> <div>FamilyServicesFallMeetingAgenda.docx</div> <div>05.17.23-ParentFamilyFederalFundsEDIOTileAgenda.pdf</div>					
3. If the LEA received \$500,000 or more in Title I funds, the set aside funds shall be used to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, including at least one of the following: •supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. •supporting programs that reach parents and family members at home, in the community, and at school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA Parent and Family Engagement policy that includes at least one of the five bullets , parent meeting agenda and sign in sheet	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> •disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members •collaborating, or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement •engaging in any other activities and strategies that the LEA determines appropriate and consistent with the Parent and Family Engagement Policy. (This can be marked N/A if the LEA received \$500,000 or less in Title I funds.) 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<div>CCA-Board-of-Trustees-Policy-7.40-Parent-and-Family-Engagement-04052023.pdf</div> <div>FamilyServicesFallMeetingAgenda.docx</div> <div>11.15.23Fallmeeting.PNG</div> <div>FallParentMeeting11.15.23.txt</div>					
4. LEA must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input checked="" type="checkbox"/> Dated agenda and corresponding sign in sheets from meeting with parents to discuss the evaluation of the contents of the LEA level policy.</div> <div><input type="checkbox"/> Survey of parents that assesses the contents of the LEA parent and family engagement policy. Survey must include questions that address the contents of the parent and family engagement policy.</div>	
<div>11.15.23Fallmeeting.PNG</div> <div>FallParentMeeting11.15.23.txt</div> <div>FamilyServicesFallMeetingAgenda.docx</div>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
5. Each LEA shall reserve at least one percent of its Title I allocation to assist schools to carry out the activities in this section, unless the LEA receives less than \$500,000 in Title I funds. (This can be marked N/A if the LEA receives less than \$500,000 in Title I funds.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> LEA level budget (not from eGrants) demonstrating 1% was reserved for allowable parent and family engagement activities					
TitleIABudgetFamilySetAside.pdf									
6. For those LEAs that received \$500,000 and more, of the 1% reserved, LEAs must distribute at least 90% to schools with priority given to high need schools. LEAs receiving less than \$500,000 in Title I can mark N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Building Level budgets that demonstrate at least 90% was allocated to schools AND building expenditures that demonstrate 90% was spent on allowable Parent and Family Engagement activities.	<table><tr><th>District Comments</th></tr><tr><td>3/1/2024 2:53:48 PM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy is only one school</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/4/2024 1:57:01 PM State Monitor Helen Gross Commonwealth Charter Academy is a single LEA/ school entity.</td></tr></table>	District Comments	3/1/2024 2:53:48 PM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy is only one school	Monitor Comments	4/4/2024 1:57:01 PM State Monitor Helen Gross Commonwealth Charter Academy is a single LEA/ school entity.
District Comments									
3/1/2024 2:53:48 PM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy is only one school									
Monitor Comments									
4/4/2024 1:57:01 PM State Monitor Helen Gross Commonwealth Charter Academy is a single LEA/ school entity.									

Component IX: Nonpublic Schools

The LEA provides Title I services to eligible children attending nonpublic schools.

Sections 1117, 8501, and 8503

Uniform Grants Guidance (UGG) Sec. 200.313 and 200.320

☒ **If the LEA does not serve Nonpublic Schools, this section can be skipped.**

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. LEA has documented procedures detailing the provision of services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA's Nonpublic Procedures	
2. Initial Consultation has occurred between the LEA and nonpublic official(s) prior to submitting LEA's Consolidated Application and the start of the services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence must include intent to participate, copies of outreach attempts, i.e., letters, e-mails, call log AND meeting agenda and sign-in sheet(s) between LEA and nonpublic official(s).	
3. Consultation is ongoing between LEA and nonpublic officials including decisions made as to how to provide services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Meeting agenda / sign-in sheet(s) between LEA and nonpublic official(s)	
4. The results of agreement following consultation have been transmitted to the PDE's equitable services ombudsman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Signed Affirmation of Consultation form for each participating nonpublic school must be uploaded to eGrants.	
5. LEA regularly monitors the provision of Title I services to nonpublic students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of outreach attempts, i.e., letters, e-mails, call log <input type="checkbox"/> Visitation log <input type="checkbox"/> Virtual visit/meeting	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
6. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evaluation data <input type="checkbox"/> Needs assessment, survey form and collated results <input type="checkbox"/> Assessment data	
7. If LEA has Nonpublic Carryover funds, there is evidence to demonstrate Nonpublic school(s) were consulted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Dated copies of letters, emails, AND the Carryover section of eGrants <input type="checkbox"/> Agendas and meeting sign-in sheets between LEA and nonpublic officials AND the Carryover section of eGrants	
8. LEAs are properly monitoring the distribution and use of equipment and supplies purchased for the purposes of providing equitable services to eligible nonpublic school students. If equipment was not purchased for Nonpublic schools, select N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Inventory equipment log dated, signed and reviewed annually to ensure the use of equipment and supplies purchased is tracked per Uniform Grants Guidance Sec. 200.313.	
9. LEA has third-party contracts (per Uniform Grants Guidance / Procurement procedures) that include the proportionate share of Title I funds determined by eGrants. Please note: Third party contracts must not be paid in full up front. Effective for the 2024-25 school year, contracts will be reviewed to ensure they are amended based on the funding adjustment allocation changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of third-party contracts must include ALL of the following: <ul style="list-style-type: none"> • Breakdown of instructional costs, • Frequency of payments. (monthly, quarterly, etc.), • Type of services to be delivered, • Administrative costs for the provision of services to eligible nonpublic school students • An exit clause • Multi-year contracts DO NOT exceed three years 	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
10. LEA ensures they are detailing the provision of services to eligible children attending nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Nonpublic Narrative section, detailing the services provided to nonpublic students at each school	
11. LEA has a Nonpublic Program Goal detailing the use of the equitable share as discussed and agreed upon during consultation with the nonpublic official(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application, Nonpublic Program Goal Section listing nonpublic students measurable goals	
12. Evidence the LEA is following procurement procedures when using a third-party provider for providing nonpublic equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Informal quotes, bids or RFPs	
13. LEA has Title IA Nonpublic complaint procedures available for the nonpublic schools and evidence they were shared with nonpublic official(s) before or during consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND agenda listing review/receipt of Complaint Procedures <input type="checkbox"/> Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Mail receipt <input type="checkbox"/> Copy of LEAs Nonpublic Complaint Procedure and proof of distribution to nonpublic schools, AND Email to nonpublic official(s) including a copy of the procedures or the URL link to LEAs website with Complaint Procedures	
14. Nonpublic school students are receiving equitable services as discussed during consultation and Parent & Family Engagement (PFE) set-aside is budgeted if allocation is \$500,000 and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nonpublic Organizations Summary and Nonpublic Institutions sections of eGrants AND Budget Description detailing the Nonpublic Parent and Family Engagement share.	
15. Evidence of data used to calculate the amount of funds (equitable share) available to provide services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Data provided by the nonpublic school to determine the number of income eligible students. Including addresses and grade levels only.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
16. Evidence that the district budgeted appropriate Nonpublic Equitable Share.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Number of income eligible (low-income) students (Title IA specific) in eGrants Nonpublic Organizations Summary Section AND Title I budget Summary section of eGrants.	
17. Transferability Sec. 5103(b) Up to 100% of Title II and IV funds can be transferred. Funds can be transferred into Title I and Title III but not out of either subprogram. Title IIA and IV can transfer between programs. Evidence that transferability was discussed with the Nonpublic school officials during initial consultation. Please note: If the LEA did not transfer funds into Title IA, this can be marked N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Agendas listing topics discussed/sign in sheets. <input type="checkbox"/> Emails including discussion of transferred funds. <input type="checkbox"/> Other documentation to reflect nonpublic consultation occurred, transfer of funds was discussed prior to funds being transferred.	

Comments

Spoke with Mr, Regis Barwin, Business Manager to get clarification on three related "stakeholder meeting questions" for Title I, II, III, IV. Documentation provided was complete and reflected ongoing work at meeting Title I federal program requirements. It was a pleasure to have the opportunity to review CCAE.

Title IIA: Program

Component I

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to (1) increase student achievement consistent with the challenging State academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

If the LEA transferred all of Title IIA funds only answer question, #3. All others can be marked N/A, with comment all Title IIA funds transferred to Title IA/Title IVA.

Section 2001

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The LEA provides evidence that Title II activities are data driven and that if data indicates a need in higher poverty schools, priority is given to these school(s). *This can be marked N/A if LEA uses Title II funds for district-wide professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<div><input type="checkbox"/> Evidence of data used to indicate large class sizes, such as grade level enrollment and/or roster of teachers</div> <div><input type="checkbox"/> Evidence of prioritization of poorest schools: Title II activities show that priority is given to the poorest schools identified in Title I - Selection of Schools - Step 3 Ranking in Consolidated Application</div>	<div><div>District Comments</div><div>3/1/2024 11:53:15 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy uses Title II Funds for district-wide professional development.</div><div>Monitor Comments</div><div>4/4/2024 1:59:24 PM State Monitor Helen Gross Commonwealth Charter Academy uses Title II Funds for district-wide professional development.// transfer into Title I.</div></div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. If applicable to CSI and ATSI schools: the LEA provides evidence that Title IIA activities are data driven and that if data indicates a need in ATSI and CSI schools, priority is given to these schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Evidence of prioritization of CSI and ATSI schools, i.e. building level budget for CSI or ATSI school, confirmation letter identifying these schools as CSI or ATSI	<div>District Comments</div> <p>3/1/2024 11:53:54 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy only has one school</p> <div>Monitor Comments</div> <p>4/4/2024 2:00:09 PM State Monitor Helen Gross Commonwealth Charter Academy is a single school.</p>
3. The LEA provides evidence of stakeholder engagement in the development of Title IIA activities (including transfer discussions) e.g., parents, community members, schools staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the grant.	<div>Monitor Comments</div> <p>4/4/2024 3:27:40 PM State Monitor Helen Gross Though checked, dated agendas and sign-in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the Title II grant were not uploaded. There is no mention of transferability - in the development of the plan prior to submission of the e-grant. Additional information provided by Mr. Barwin indicated that meetings/sign-in sheets took place prior to submission of the e-grant and did address transferability. It is recommended that a more extensive audience is included in this planning requirement for the 24/25 school year.</p>
CSISchoolPlan_2023-2024_6-14-23BoardApproved.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
4. The LEA provides evidence that Title IIA activities are evidence-based and expected to improve student achievement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence components include (a) category/topic of intervention (i.e., reading, school climate and culture, graduation, family engagement, multilingual learners) (b) evidence-based practice and rationale (c) grade band (d) tier and source.	
CSISchoolPlan_2023-2024_6-14-23BoardApproved.pdf					
5. Ensuring professional development meets the statutory definition of sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. ESEA § 2102(2)(B). • Note: Effective 2024-25, this requirement cannot be marked Not Met.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation of the LEAs professional development plan and educator evaluation framework	
CCA-Draft-Professional-Development-Plan.pdf EducatorEffectivenessModel.pdf					
6. LEA utilizes tools that measure effectiveness of PD. • Note: Effective 2024-25, this requirement cannot be marked Not Met.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Tools (i.e., surveys, teacher evaluation forms, student achievement data) <input type="checkbox"/> Documentation of review of results (i.e., meeting notes or plans with modifications or changes for future)	
EducatorEffectivenessModel.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>7. Class Size Reduction (CSR) the LEA ensures that class size reduction teachers have a qualified supervisor to perform classroom evaluations and provide feedback to the CSR teacher hired.</p> <ul style="list-style-type: none"> Note: Effective 2023-2025, this requirement cannot be marked "Not Met" 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Documentation to verify that CSR teacher was evaluated by supervisor (i.e., dated/signed meeting or schedule; dated teacher or classroom observation form with redacted teacher feedback information).	<div>District Comments</div> <p>3/1/2024 12:14:43 PM Assistant Business Manager Regis Barwin N/A - Funds Transferred to Title IA</p> <div>Monitor Comments</div> <p>4/4/2024 2:06:25 PM State Monitor Helen Gross Funds Transferred to Title IA and were not used for CSR.</p>
8. Program Goals - Data has been collected for 23-24 program goals Professional Development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary narrative <input type="checkbox"/> Data reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	
9. Program Goals - Data has been collected for 23-24 program goals Class Size Reduction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary narrative <input type="checkbox"/> Data reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	<div>District Comments</div> <p>3/1/2024 3:38:33 PM Assistant Business Manager Regis Barwin N/A- Commonwealth Charter Academy did not use Title II funds for CSR</p> <div>Monitor Comments</div> <p>4/4/2024 2:05:31 PM State Monitor Helen Gross Commonwealth Charter Academy did not use Title II funds for CSR.</p>

[22-23TitleIIPerformanceGoalSubmission.pdf](#)

Title IVA: Program

Component I:

The Student Support and Academic Enrichment (SSAE) program is intended to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

If the LEA received less than \$30,000 and is transferring all funds, answer question #1 and mark N/A for all other questions.

Sec. 4101

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. The LEA involves stakeholders (teachers, principals, parents/family members, specialized instructional support, nonpublic school officials (consultation), community partners/members, employers and local government representatives) in the planning of the Title IV application and activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets that includes all required stakeholders (Teachers, principals, school leaders, parents, administrators, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, and others with relevant experience) for meetings that took place prior to writing the grant.	<table><tr><th>Monitor Comments</th></tr><tr><td>4/4/2024 3:29:57 PM State Monitor Helen Gross Though checked, dated agendas and sign-in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the grant were not uploaded. Only staff members appear to be listed on the uploaded sign-in document. Additional information was received following a phone meeting with Mr. Barwin. Additional information indicated that meetings/sign-in sheets took place prior to submission of the e-grant. It is recommended that a more extensive audience is included in this planning requirement.</td></tr></table>	Monitor Comments	4/4/2024 3:29:57 PM State Monitor Helen Gross Though checked, dated agendas and sign-in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the grant were not uploaded. Only staff members appear to be listed on the uploaded sign-in document. Additional information was received following a phone meeting with Mr. Barwin. Additional information indicated that meetings/sign-in sheets took place prior to submission of the e-grant. It is recommended that a more extensive audience is included in this planning requirement.
Monitor Comments							
4/4/2024 3:29:57 PM State Monitor Helen Gross Though checked, dated agendas and sign-in sheets that includes all required stakeholders (teachers, principals, other school leaders, parents, paraprofessionals, specialized instructional support personnel, Nonpublic School Officials (if applicable) and community partners) for meetings that took place prior to the writing of the grant were not uploaded. Only staff members appear to be listed on the uploaded sign-in document. Additional information was received following a phone meeting with Mr. Barwin. Additional information indicated that meetings/sign-in sheets took place prior to submission of the e-grant. It is recommended that a more extensive audience is included in this planning requirement.							

CSISchoolPlan_2023-2024_6-14-23BoardApproved.pdf
FederalFundsComplianceMeetings-AgendasandAttendance.pdf

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
2. The LEA continued to consult with stakeholders to improve the activities it conducts and coordinates implementation with other related activities conducted in the community. If your LEA transferred all Title IVA funds this requirement can be marked NA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated agendas and sign-in sheets that includes all required stakeholders (Teachers, school leaders, parents, administrators, paraprofessionals, specialized instructional support personnel Nonpublic School Officials (if applicable), community members, higher education (where applicable), and others with relevant experience for consultation that took place during the implementation of the grant.	<div>Monitor Comments</div> <div>4/22/2024 8:42:24 PM State Monitor Helen Gross No sign-in sheets were provided as required. Additional information was provided by Mr. Barwin.</div>
SchoolImprovementFederalProgramsAgenda12.12.23.pdf					
3. If LEA receives more than \$30,000, the activities supported by Title IVA are aligned with the needs of the district/schools. Please note: the needs Assessment Data must be less than 3 years old.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dated needs Assessment.	<div>Monitor Comments</div> <div>4/4/2024 3:31:54 PM State Monitor Helen Gross Please upload your needs assessment. (dated) Additional supporting information was received. and reviewed. Moving forward, make sure that your needs assessments address all key areas of the school / programs / needs.</div>
2023-2024CommonwealthCharterAcademyCSConsolidatedContract.pdf					
4. If the LEA distributed funds to schools , it targeted schools that have the greatest needs; have the highest percentages or numbers of children low-income; are identified as CSI and TSI; or are identified as persistently dangerous. If the LEA did not distribute funds to schools this can be marked N/A.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Consolidated application Selection of Schools ranking page demonstrating priority was given to high poverty schools. <input type="checkbox"/> If LEA has schools designated CSI and A-TSI, list of schools receiving funds.	<div>District Comments</div> <div>2/29/2024 3:01:15 PM Assistant Business Manager Regis Barwin CCA is a Cyber Charter School</div> <div>Monitor Comments</div> <div>4/22/2024 8:41:27 PM State Monitor Helen Gross CCA is a Cyber Charter School</div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. LEA has only budgeted a maximum of 15% of the total amount budgeted in Effective Use of Technology for technology infrastructure (devices, equipment, and software applications to address readiness shortfalls, blended learning technology software and platforms, the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application AND the Consolidated Application showing funds in the Effective Use of Technology expenditure section.	<div>District Comments</div> <div>3/25/2024 5:01:34 PM Assistant Business Manager Regis Barwin No expenditures to date.</div> <div>Monitor Comments</div> <div>4/29/2024 9:05:51 PM State Monitor Helen Gross There appear to be no expenditures to date.</div>
ComponentI-Technology.pdf					
6. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Well-Rounded Educational activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application and a copy of the Consolidated Application Well-Rounded narrative.	
ComponentI-WellRounded.pdf TitleIV-WellRoundedExpenditures.pdf					
7. If the LEA has received more than \$30,000 in Title IV funds, a minimum of 20% has been budgeted for Safe and Healthy activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application Safe and Healthy narrative.	
ComponentI-SafeandHealthy.pdf TitleIV-SafeandHealthyExpenditures.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
8. If the LEA has received more than \$30,000 in Title IV funds, some funds are budgeted for Effective Use of Technology activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A statement of expenditures demonstrating funds are allowable and included in the approved application AND a copy of the Consolidated Application showing funds in the Effective Use of Technology narrative section.	<div>District Comments</div> 3/25/2024 5:03:32 PM Assistant Business Manager Regis Barwin No expenditures for Effective Use of Technology yet. <div>Monitor Comments</div> 4/29/2024 9:06:23 PM State Monitor Helen Gross There appear to be no expenditures to date.
ComponentI-Technology.pdf					
9. Program Goals Well-Rounded Education - Baseline data has been collected for 2023-24 program goals in Well-Rounded Education. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary narrative <input type="checkbox"/> Data Reports <input type="checkbox"/> Other tool as identified in program goal section in eGrants.	
PerformanceReport.pdf					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>10. Program Goals - Safe & Healthy - Baseline data has been collected for 2023-24 program goals in Safe & Healthy.</p> <p>Note: Please select N/A if LEA did not allocate funds in this area.</p> <p>Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input checked="" type="checkbox"/> Data summary narrative</div> <div><input type="checkbox"/> Data Reports</div> <div><input type="checkbox"/> Other tool as identified in program goal section in eGrants.</div>	<div><div>Monitor Comments</div><div>4/22/2024 8:39:55 PM State Monitor Helen Gross 25% of students had ID's taken - unclear how that tied in with Safe and Healthy in summary narrative. Program goals are required to be research based and data driven.</div></div>
<div>PerformanceReport.pdf</div>					
<p>11. Program Goals - Effective Use of Technology - Baseline data has been collected for 2023-24 program goals in Effective Use of Technology. Note: Please select N/A if LEA did not allocate funds in this area. Note: For 24-25, LEAs must upload evidence of periodically evaluating the effectiveness of the funded activities, such as surveys and/or meeting agendas/sign-in sheets.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input checked="" type="checkbox"/> Data summary narrative</div> <div><input type="checkbox"/> Data Reports</div> <div><input type="checkbox"/> Other tool as identified in program goal section in eGrants</div>	<div><div>Monitor Comments</div><div>4/22/2024 8:39:31 PM State Monitor Helen Gross Program goals included 100% of teachers being offered PD on the Edio Go app - did not indicate how many staff actually participated in summary narrative. Program goals are required to be research based and data driven.</div></div>
<div>PerformanceReport.pdf</div>					

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

**Division of Federal Program
Consolidated Program Review
2023-2024 School Year
Commonwealth Charter Academy CS**

Commonwealth Charter Academy

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Dana Moreno (Vice Provost of Elementary Education)	<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>

Program Reviewers:	Dr. Helen Gross	Visit Date:	4/23/2024
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School Level Monitoring

Component I: Appropriately State Certified

The Local Education Agency (LEA) and the Title I School has professional standards for paraprofessionals working in a program supported with Title IA.

Sec. 1112(c)(6) Sec. 1112(e)(1)(A)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
1. All instructional paraprofessionals working in a Title IA program are appropriately certified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of paraprofessionals working in the school & their qualifications: HS Diploma plus 2 years of college (48 credits), AA Degree or local assessment			
Paraprofessionallist23-24.pdf							
2. Parents (in Title I schools only) are directly notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of Right-to-Know - Teacher Qualifications letter dated and evidence of distribution date			
TitleIParentsRightToKnowEDIO.pdf							
3. Parents (in Title I schools only) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not appropriately state certified. (This cannot be marked N/A.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Copy of Right-to-Know Four Consecutive Week letter AND evidence of distribution date with signature, if distributed. If the letter was not distributed the date is not required in the letter.	<table><tr><th>Monitor Comments</th></tr><tr><td>4/4/2024 2:54:37 PM State Monitor Helen Gross The actual sample 4-week letter provided during last year's monitoring was not provided. Additional documentation was provided by the LEA.</td></tr></table>	Monitor Comments	4/4/2024 2:54:37 PM State Monitor Helen Gross The actual sample 4-week letter provided during last year's monitoring was not provided. Additional documentation was provided by the LEA.
Monitor Comments							
4/4/2024 2:54:37 PM State Monitor Helen Gross The actual sample 4-week letter provided during last year's monitoring was not provided. Additional documentation was provided by the LEA.							
<div>RighttoKnow-Email.pdf AppropriatelyStateCertified-RightToKnowLetter.pdf</div>							

Component II: Parent and Family Engagement

The LEA may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of Title I students.

Sec. 1116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. Schools receiving Title I funds shall jointly develop with, and distribute to, Title I parents and family members a written parent and family engagement policy that includes the required components below and a description of how the components are met at the school. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. All the following are Required components:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input checked="" type="checkbox"/> School Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. School must also upload dated parent meeting agendas and corresponding sign-in sheets, as well as method of distribution.</div> <div><input type="checkbox"/> School Level Parent and Family Engagement policy that includes the required components and a description of how the components are met at the school. PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the policy.</div>	<div><div>District Comments</div><div>3/4/2024 9:56:34 AM Assistant Business Manager Regis Barwin Policy can be found on CCA Website at https://ccaeducate.me/about-cca/board-of-trustees/board-policies/series-7-00-business-governmental-and-community-relations/</div><div>Monitor Comments</div><div>4/29/2024 9:36:32 PM State Monitor Helen Gross This policy was discussed and additional information provided addressed the required components. The school must clearly maintain dated parent meeting agendas and corresponding sign-in sheets, as well as method of distribution that goes beyond representative parent groups.</div></div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> • Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved. • Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none">• Involve parents, in an organized ongoing, and timely way, in the planning, review, and improvement of the Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, if applicable, except that is a school has a process in place in process for involving parents in the joint planning and design of the school's programs, the school may use the process, if such process included an adequate representation of Title I.• Provide Title I parents the following					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<div><div>◦Timely information about Title I programs.</div><div>◦A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.</div><div>◦If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.</div></div>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
◦If the schoolwide plan is not satisfactory to Title I parents, submit any parent comments on the plan when the school makes the plan available to the LEA. (Only applies to Schoolwide schools).					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ◦ Shall educate teachers, specialized instructional support personnel, and other staff, with the assistance of parents, in the value and utility of contributions of parents and family members, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between parents and family members and the school. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> ◦Describes how the school will aid parents in understanding the State's academic content standards and student achievement standards, local academic assessments and how to monitor a child's progress and work with teachers to improve the achievement of their children. ◦States that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff and students will share in the responsibility for improved student achievement. 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
◦Describes how the school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
◦States how the school will, to the extent feasible and appropriate, coordinate, and integrate parent involvement programs and activities with other Federal, State, and local programs including public preschool programs and conduct other activities, that encourage and support parents and family members in more fully participating in the education of their children.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
◦States how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents and family members of participating children in a format and to the extent practicable, in a language the parents and family members can understand.					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
◦States how the school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children).					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<div>SchoolParentFamilyEngagementPlan23-24.pdf</div> <div>SchoolParentCompact23-24.pdf</div> <div>FamilyServicesFallMeetingAgenda.docx</div> <div>FallParentMeeting11.15.23.txt</div> <div>11.15.23Fallmeeting.PNG</div>					
2. Convene an annual meeting at a convenient time, to which all Title I parents shall be invited and encouraged to attend, to inform parents of their school's Title I program and to explain the requirements of Title I and the right of parents to be involved.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input checked="" type="checkbox"/> Dated Title I meeting agenda and corresponding sign-in sheets</div> <div><input type="checkbox"/> PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet, Documents must be dated.</div>	
<div>FamilyServicesFallMeetingAgenda.docx</div> <div>FallParentMeeting11.15.23.txt</div> <div>11.15.23Fallmeeting.PNG</div>					
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input type="checkbox"/> School-parent compact, dated agenda and corresponding, sign-in sheet as well as method of distribution of the compact</div>	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
3. Each Title I school shall jointly develop with parents of Title I children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact shall				<input checked="" type="checkbox"/> School-parent compact, PowerPoint presentations/notes from annual parent and family engagement meeting to identify topics discussed as well as corresponding sign in sheet. Documents must be dated. Title I schools must also include method of distribution of the compact.	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<ul style="list-style-type: none"> describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I children to meet the State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom, and participating as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and 					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<div>SchoolParentCompact23-24.pdf</div> <div>FamilyServicesFallMeetingAgenda.docx</div> <div>ParentSurvey-CCACommunicationandEngagement(1-3).xlsx</div> <div>FallParentMeeting11.15.23.txt</div> <div>11.15.23Fallmeeting.PNG</div>					
4. Title I Schools shall aid parents of Title I children in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input checked="" type="checkbox"/> Dated Title I meeting agenda & sign-in sheets that indicate topics of discussion</div> <div><input type="checkbox"/> PowerPoint presentations/notes from meeting that identifies topics discussed as well as corresponding sign in sheet. Documents must be dated.</div>	
<div>FamilyServicesFallMeetingAgenda.docx</div> <div>11.15.23Fallmeeting.PNG</div>					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. Title I Schools shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) as appropriate, to foster parent involvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Submit only one example of Training materials provided to parents, evaluations, agendas & sign-in sheets, or calendar of events. <input type="checkbox"/> Submit only one example of workshops with copies of dated agendas and sign-in sheets. <input checked="" type="checkbox"/> Resource given to parents to aid in academic support.	<div>District Comments</div> <div> 3/4/2024 10:16:29 AM Assistant Business Manager Regis Barwin CCA has a blog that offers various pointers and supports to parents and caretakers. https://ccaeducate.me/news-events/blog/posts/ </div>
					<div> 11.15.23Fallmeeting.PNG LCOSchat10.3.23.txt LCOS10.5.23attendancescreenshot.png LCOSChat10.5.23.txt LCOS10.4.23attendancescreenshot.png LCOSChat10.4.23.txt LCOS10.3.23attendancescreenshot.png </div>
6. ALL schools' teachers and staff shall annually be educated, with the assistance of parents, in how to better communicate with, or work with, parents as equal partners.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> SPAC skits and staff agendas and sign in sheets <input checked="" type="checkbox"/> Dated staff meeting agenda and sign-in sheets utilizing parent survey results (open-ended questions included)	
					<div> ParentSurvey-CCACommunicationandEngagement(1-3).xlsx CommunicatingwithFamiliesSign-In(1-1813).xlsx FamilyServicesSurveyResultsJuly2023.pdf 8.22.2023-BestPracticesforCommunicationAgendaDates.pdf </div>

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
7. Title I Schools shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Transition Plan <input type="checkbox"/> Parent training materials, evaluations, agendas, calendar of events <input type="checkbox"/> Staff/Parent meeting agendas and sign-in sheets	<div>Monitor Comments</div> <div>4/4/2024 3:19:20 PM State Monitor Helen Gross Initially a formal Transition Plan was not available but a narrative from e-grants was included. Parent input was not addressed in all levels. A current Transition plan with required components was provided as requested.</div>
					TransitionPlan.pdf
8. Title I schools shall ensure that information related to school and parent programs, meetings, and other activities is sent to Title I parents in a format and, the extent practicable, in a language the parents can understand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All Title I schools must have at least one translated document. This can include one example of letters, web site posting, or the Schoolwide Plan.	<div>District Comments</div> <div>3/4/2024 10:26:25 AM Assistant Business Manager Regis Barwin All emails sent to CCA Families have a link to click for the translated document.</div> <div>Monitor Comments</div> <div>4/4/2024 3:15:43 PM State Monitor Helen Gross Documentation was provided as required.</div>
					RighttoKnow-Email.pdf 092123-ESEA-RTKSpanish.pdf

Component III: Schoolwide Programs

An eligible school operating a schoolwide program shall develop a schoolwide plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

Sec. 1114

☐ If the school does not operate a Schoolwide Program, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>1. An approved Schoolwide Plan is present in the FRCPP.</p> <p>ESEA §1114(b)(6) requires that the schoolwide plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at -risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Additionally §1114(b)(7) the schoolwide plan needs to include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in §1111(c)(2)) to meet the challenging State academic standards; use methods and instructional strategies that strengthen the academic program in the school ,increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Documentation of approval such as an email from FRCPP saying it has been approved or a screenshot from the FRCPP dashboard where the plan says Approved</p>	
FRCPPApproval.PNG					

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
<p>2. Evidence exists of the schoolwide plan being developed in the year prior to initial implementation for schools newly identified as implementing a schoolwide program OR evidence of annual evaluation of an existing schoolwide plan.</p> <p>ESEA §1114(b)(1) requires a schoolwide be developed in the year prior to initial implementation ESEA §1114(b)(3) requires that the school must revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input type="checkbox"/> For newly identified Schoolwide schools - Agendas and sign-in sheets demonstrating plan was developed in the year prior to initial implementation.</div> <div>OR</div> <div><input checked="" type="checkbox"/> For existing Schoolwide schools - agendas and sign-in sheets demonstrating plan was updated within a year of the monitoring visit.</div>			
<div>CCACSI SchoolPlan_2023-2024APPROVED_Redacted.pdf</div> <div>SchoolImprovementFederalProgramsAgenda12.12.23.pdf</div> <div>SchoolImprovementOngoingAgendaSignIn22-23.pdf</div>							
<p>3. (a) Evidence exists of ongoing review and revisions, as necessary, of the schoolwide plans action plan. Please note: Schoolwide plans must be regularly monitored as determined by the frequency indicated in the action plan and revised, as necessary, based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.</p> <p>(b) Evidence exists that data has been collected in line with the schoolwide plans goals targeted timeframes.</p> <p>ESEA §1114(b)(3) requires that the schoolwide plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input checked="" type="checkbox"/> Agendas and sign-in sheets of meetings</div> <div><input type="checkbox"/> Copies of data reports</div>	<table><tr><th>Monitor Comments</th></tr><tr><td>4/22/2024 8:49:36 PM State Monitor Helen Gross Evidence of ongoing review and revisions is not current. The uploaded document is from 22/23. Additional requested information was provided by the LEA and fit the appropriate time frame.</td></tr></table>	Monitor Comments	4/22/2024 8:49:36 PM State Monitor Helen Gross Evidence of ongoing review and revisions is not current. The uploaded document is from 22/23. Additional requested information was provided by the LEA and fit the appropriate time frame.
Monitor Comments							
4/22/2024 8:49:36 PM State Monitor Helen Gross Evidence of ongoing review and revisions is not current. The uploaded document is from 22/23. Additional requested information was provided by the LEA and fit the appropriate time frame.							
<div>SchoolImprovementOngoingAgendaSignIn22-23.pdf</div>							
Note: If the school does not have an approved 2023-24 Schoolwide Plan, must monitor requirements in the Targeted Assistance section.							

Component IV: Targeted Assistance Programs

In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, have not received a waiver under section 1114(a)(1)(B) to operate such a schoolwide program, or choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (c) identified as having the greatest need for special assistance.

Sec. 1113

☒ If the school does not operate a Targeted Assistance Program, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
1. The Title I school determines which students will be served, and serves participating students identified as eligible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria and student roster with test scores that includes rank order listing.	
2. The Title I school uses resources under this part to help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of programs, activities, and academic courses provided to eligible children	
3. The Title I school uses methods and instructional strategies to strengthen the academic program of the school through activities, which may include expanded learning time, before- and after-school, and summer programs and opportunities; and a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of instructional strategies including activities that strengthen the academic program provided to eligible children	
4. The Title I school coordinates with and supports the regular education program. Please note: this may include services to assist preschool children in the transition from early childhood education programs such as Head Start or State-run preschool programs to elementary school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Documentation of regular team meetings, dated agenda, sign-in sheets, and minutes	

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
5. The Title I school provides professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of professional development activities, dated agendas, and sign in sheets	

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333

Division of Federal Programs
Consolidated Program Review

2023-2024 School Year

Commonwealth Charter Academy CS
One Innovation Way
Harrisburg, PA 17110

LEA Level Monitoring

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	Thomas Longenecker	717-710-3300 ext 11165	<input type="checkbox"/>
Business Manager:	Regis Barwin	717-710-3300 ext 11609	<input checked="" type="checkbox"/>
Federal Program Coordinator:	Maribeth Stetts	570-323-1182 ext 16780	<input type="checkbox"/>
Parent/Family Member:			<input type="checkbox"/>

School Level:

Program Reviewer: Dr. Helen Gross

Visit Date(s): 04/23/2024

Component I: General Fiscal Requirements

Requirements

Fiscal monitoring is different than program monitoring: Fiscal monitoring will include a review of a subgrantees financial operations, which may include a review of internal controls for program funds in accordance with state and federal requirements, an examination of principles, laws and regulations, and a determination of whether costs are reasonable and necessary to achieve program objectives. This activity involves an assessment of financial statements, records, and procedures. It is similar to an audit but has a lesser degree of detail and depth and, usually, a higher degree of frequency.

Fiscal monitoring includes, but is not limited to:

- Reviewing a random sample (usually 3-5 per program) of invoices or bills for expenditures charged to the program to determine if appropriate units of measure are reported and that costs (units x rate) are correct and that costs align with grant objectives and were approved in the application for funds.
- Comparing budgets or budget limits to actual costs to determine if the LEAs expenditures are likely to be more or less than budgeted
- Obtaining documentation that services billed or items purchased were actually delivered according to the contract
- Comparing invoices with supporting documentation to determine that costs were allowable, necessary, and allocable.

An expenditure is allowable if it is an approved use of funds under the statute or regulations governing a program and meet the intent of the program.

An expenditure is necessary if it is part of an approved application for funding.

An expenditure is allocable to the extent that the expenditure is used to meet the intent of the grant program (costs are pro-rated across grants if used to meet several grant program objectives).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
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Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IA Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	1. LEAs with Title IA allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3-year cycle if the SEA believes the request is reasonable and necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request and Carryover Waiver Approval Letter, if over 15%.	District Comments
						3/6/2024 2:56:52 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not do carryover.
						Monitor Comments
						4/22/2024 8:51:47 PM State Monitor Helen Gross No carryover was requested.
Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area. Sec. 1113	1. LEA appropriately distributed funds to all Title I buildings.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include LEA budget with Title I allocation for each Title I building AND must also include a copy of the Title I application within the Consolidated Application to verify allocation by building	District Comments
						3/6/2024 2:56:47 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is only one school.
						Monitor Comments
						4/22/2024 8:52:30 PM State Monitor Helen Gross Commonwealth Charter Academy is one school. However, the budget and current expenditures have been reviewed.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Schools with more than 75% of students from low-income families must receive services and can only be exempted with a written permission from PDE. LEAs cannot mark this as not applicable for any school that meets this criterion.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of schools served, building level budgets aligned with Consolidated Application	<div>District Comments</div> <div>3/6/2024 2:56:45 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is only one school.</div> <div>Monitor Comments</div> <div>4/22/2024 8:53:05 PM State Monitor Helen Gross Commonwealth Charter Academy is one school.</div>
	3. Pre-kindergarten children are excluded from the poverty count of any school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> PIMS Report on Economically Disadvantaged <input type="checkbox"/> Other printed documentation showing Pre-K excluded from enrollment counts	<div>District Comments</div> <div>3/6/2024 2:57:00 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is only one school.</div> <div>Monitor Comments</div> <div>4/22/2024 8:54:09 PM State Monitor Helen Gross Commonwealth Charter Academy does not serve pre-K students.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113(c)(3), 42 U.S.C. 11432, 1116(a)(3)	1A. The LEA has reserved funds for Homeless students at both Title I served and non-Title I served buildings. This is a district-level reservation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Must include statement of expenditures for the Homeless set aside AND must also include Consolidated Application Reservation of Funds page					
<div>ReservationofFunds-TitleIHomelessExpenditures.pdf</div> <div>ReservationofFunds-TitleIHomelessGrantContent.pdf</div>										
	1B. If the LEA has a Homeless Liaison paid with federal funds, time documentation was completed. <ul style="list-style-type: none">If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.If that staff member works on one cost objective, semi-annual time certifications must be completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<table><tr><th>District Comments</th></tr><tr><td>3/7/2024 11:20:08 AM Assistant Business Manager Regis Barwin Homeless Liaison is not paid with federal funds.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/22/2024 8:55:30 PM State Monitor Helen Gross A Homeless Liaison is not paid with federal funds.</td></tr></table>	District Comments	3/7/2024 11:20:08 AM Assistant Business Manager Regis Barwin Homeless Liaison is not paid with federal funds.	Monitor Comments	4/22/2024 8:55:30 PM State Monitor Helen Gross A Homeless Liaison is not paid with federal funds.
District Comments										
3/7/2024 11:20:08 AM Assistant Business Manager Regis Barwin Homeless Liaison is not paid with federal funds.										
Monitor Comments										
4/22/2024 8:55:30 PM State Monitor Helen Gross A Homeless Liaison is not paid with federal funds.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2A. The LEA has reserved funds for Foster students at both Title I served and non-Title I served buildings. This is a district-level reservation. (LEAs are not required to set aside funds for Foster students. This can be marked N/A If not used).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for the Foster set aside AND must also include Consolidated Application Reservation of Funds page	<div>District Comments</div> <p>3/6/2024 2:57:34 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not reserve funds for foster students.</p> <div>Monitor Comments</div> <p>4/22/2024 8:55:56 PM State Monitor Helen Gross Commonwealth Charter Academy does not reserve funds for foster students.</p>
	2B. If the LEA has a Foster Care Liaison paid with federal funds, time documentation was completed. <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <p>3/6/2024 2:58:01 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not have a Foster Care Liaison paid with federal funds.</p> <div>Monitor Comments</div> <p>4/22/2024 8:56:34 PM State Monitor Helen Gross Commonwealth Charter Academy does not reserve funds for a foster care liaison.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. If LEA has indicated the use of the Salary and Fringe Benefit set-aside on the Reservation of Funds worksheet, does documentation exist to show how the calculation was derived. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Spreadsheet demonstrating calculations	<div>District Comments</div> <div>3/6/2024 3:39:00 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not reserve funds</div> <div>Monitor Comments</div> <div>4/22/2024 8:57:02 PM State Monitor Helen Gross Commonwealth Charter Academy does not reserve funds for the use of the Salary and Fringe Benefit set-aside.</div>
	4A. The LEA indicated the use of Optional set asides, such as audit, community day programs, district wide professional development, pupil transportation, pre-school programs, program evaluation, summer and intersession programs, state and federal liaison on the set-aside Reservation of Funds worksheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for each set aside AND must also include LEA Title IA budget	<div>District Comments</div> <div>3/6/2024 3:39:58 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not reserve funds</div> <div>Monitor Comments</div> <div>4/22/2024 8:59:29 PM State Monitor Helen Gross Commonwealth Charter Academy does not reserve funds for the use of optional set-aside.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>4B. If the LEA reserved funds for State and Federal Liaison, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <p>3/6/2024 3:40:52 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not reserve funds</p> <div>Monitor Comments</div> <p>4/22/2024 9:03:36 PM State Monitor Helen Gross Commonwealth Charter Academy does not reserve funds</p>
	<p>4C. If the LEA reserved funds for Pre-K Programs and uses federal funds for staff salaries and/or benefits, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <p>3/6/2024 3:41:08 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not reserve funds for Pre-K.</p> <div>Monitor Comments</div> <p>4/22/2024 9:00:10 PM State Monitor Helen Gross Commonwealth Charter Academy does not serve pre-K students.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	5. LEA reserved appropriate funds for Neglected Institution served. (If not used, select NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of expenditures for Neglected Institution	<div>District Comments</div> <p>3/6/2024 3:41:33 PM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not reserve funds or serve neglected institutions.</p> <div>Monitor Comments</div> <p>4/22/2024 9:02:56 PM State Monitor Helen Gross Commonwealth Charter Academy does not serve neglected institutions.</p>
Transferability into Title IA Sec. 5103(b)	1A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs. Please note: if there are no funds transferred into Title IA, this can be marked NA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	
TitleIIATransferintoTitleIAExpenditures.pdf TransferabilityPage-TitleIIAtoIA.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	<p>1B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none">• If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.• If that staff member works on one cost objective, semi-annual time certifications must be completed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</div> <div><input checked="" type="checkbox"/> Semi-annual time certifications for staff working on one cost objective</div>					
<div>TimeEffortTitleISISigned07.01.2023-12.31.2023.pdf</div> <div>TimeEffortTitleISigned07.01.2023-12.31.2023.pdf</div>										
Transferability into Title IIA	<p>2A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.</p> <p>Please note: if there are no funds transferred into Title IIA, this can be marked NA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<div><input type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page</div>	<table><tr><th>District Comments</th></tr><tr><td>3/6/2024 3:47:09 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not transfer into Title IIA.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/22/2024 9:01:52 PM State Monitor Helen Gross Commonwealth Charter Academy does not transfer into Title IIA.</td></tr></table>	District Comments	3/6/2024 3:47:09 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not transfer into Title IIA.	Monitor Comments	4/22/2024 9:01:52 PM State Monitor Helen Gross Commonwealth Charter Academy does not transfer into Title IIA.
District Comments										
3/6/2024 3:47:09 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not transfer into Title IIA.										
Monitor Comments										
4/22/2024 9:01:52 PM State Monitor Helen Gross Commonwealth Charter Academy does not transfer into Title IIA.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>2B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <p>3/7/2024 12:01:29 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not transfer into Title IIA.</p> <div>Monitor Comments</div> <p>4/22/2024 9:02:13 PM State Monitor Helen Gross Commonwealth Charter Academy does not transfer into Title IIA.</p>
Transferability into Title IIIA	<p>3A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.</p> <p>Please note: if there are no funds transferred into Title IIIA, this can be marked NA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	<div>District Comments</div> <p>3/6/2024 3:48:08 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not transfer funds into Title IIIA.</p> <div>Monitor Comments</div> <p>4/22/2024 9:04:25 PM State Monitor Helen Gross Commonwealth Charter Academy does not transfer funds into Title IIIA.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>3B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none"> If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed. If that staff member works on one cost objective, semi-annual time certifications must be completed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives. <input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective	<div>District Comments</div> <p>3/6/2024 3:48:19 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not transfer funds into Title IIIA.</p> <div>Monitor Comments</div> <p>4/22/2024 9:04:43 PM State Monitor Helen Gross Commonwealth Charter Academy does not transfer funds into Title IIIA.</p>
Transferability into Title IVA	<p>4A. Up to 100% of Title IIA and IVA funds can be transferred. Funds can be transferred into Title IA and Title IIIA but not out of either subprogram. Title IIA and IVA can transfer between programs.</p> <p>Please note: if there are no funds transferred into Title IVA, this can be marked NA.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of expenditures for transferred funds AND must also include Consolidated Application, Transferability page	<div>District Comments</div> <p>3/6/2024 3:50:02 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not transfer funds into Title IVA.</p> <div>Monitor Comments</div> <p>4/22/2024 9:05:06 PM State Monitor Helen Gross Commonwealth Charter Academy does not transfer funds into Title IV.</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>4B. If the LEA uses transferred funds for salaries and benefits of staff, time documentation was completed.</p> <ul style="list-style-type: none">If that staff member works on multiple cost objectives, personnel activity reports or time logs must be completed.If that staff member works on one cost objective, semi-annual time certifications must be completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<div><input type="checkbox"/> Personnel activity reports or time logs for staff working on multiple cost objectives.</div> <div><input type="checkbox"/> Semi-annual time certifications for staff working on one cost objective</div>	<div><div>District Comments</div><div>3/6/2024 3:50:13 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not transfer funds into Title IVA.</div><div>Monitor Comments</div><div>4/22/2024 9:05:43 PM State Monitor Helen Gross Commonwealth Charter Academy does not transfer funds into Title IV.</div></div>
<p>Comparability</p> <p>The LEA complies with the comparability provisions of Title IA.</p> <p>Sec. 1118(c)</p>	<p>1. Title IA Comparability Report comparing Title IA. schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input type="checkbox"/> Detailed Data Sheet and Assurance page</div> <div><input checked="" type="checkbox"/> Assurance page for those LEAs that are exempt.</div>	<div><div>Monitor Comments</div><div>4/4/2024 3:46:11 PM State Monitor Helen Gross The required Assurance page was completed in a timely manner.</div></div>
2023-2024ComparabilityAssuranceReport-Signed.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. For LEAs that are required to complete the Detailed Data Sheet, data must be uploaded to ensure information submitted in the Comparability site, Detailed Data Sheet matches.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Enrollment data used to complete Detailed Data Sheet	<div>District Comments</div> <div>3/7/2024 12:05:54 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is exempt.</div> <div>Monitor Comments</div> <div>4/22/2024 9:06:50 PM State Monitor Helen Gross An Assurance page for those LEAs that are exempt was submitted as required.</div>
Supplement/Supplant	1. Title IIA the LEA approved budget and records of expenditures of Title IIA funds match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Must include statement of Expenditures for Title IIA AND must also include LEA Title IIA budget.	
The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.						
Sec. 1118(b)						
TitleIIAExpenditures.pdf TitleIIConsolidatedAppBudget.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Supplement/Supplant The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources. Sec. 1118(b)	1. Title IIIA the LEA approved budget and records of expenditures of Title IIIA funds match.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Must include statement of Expenditures for Title IIIA AND must also include LEA Title IIIA budget.	<table><tr><th>District Comments</th></tr><tr><td>3/18/2024 10:06:21 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy Participates in a Consortium for Title III.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/22/2024 9:07:31 PM State Monitor Helen Gross Commonwealth Charter Academy Participates in a Consortium for Title III.</td></tr></table>	District Comments	3/18/2024 10:06:21 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy Participates in a Consortium for Title III.	Monitor Comments	4/22/2024 9:07:31 PM State Monitor Helen Gross Commonwealth Charter Academy Participates in a Consortium for Title III.
District Comments										
3/18/2024 10:06:21 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy Participates in a Consortium for Title III.										
Monitor Comments										
4/22/2024 9:07:31 PM State Monitor Helen Gross Commonwealth Charter Academy Participates in a Consortium for Title III.										
Supplement/Supplant Sec. 1118(b)	1. Title IVA - The LEA ensures that Federal funds are used only to supplement or increase non-Federal sources used for the education of participating students and not to supplant funds from non-Federal sources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Must include statement of Expenditures for Title IVA AND must also include LEA Title IVA budget.					
<div>TitleIVExpenditures.pdf TitleIVConsolidatedAppBudget.pdf</div>										

Component II: Uniform Grant Guidance (UGG)

Requirements

The Uniform Grant Guidance (UGG) are federal grants management rules that apply to all awards issued by all federal awarding agencies. The purpose is to protect LEAs against fraud, waste and abuse of federal funds. It applies to every federal grant awarded by Congress. UGG was created and amended by the Office of Management and Budget (OMB).

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Audits The SEA ensures that LEAs are audited annually, if required, and that all corrective actions identified through this process are fully implemented. NOTE: The most recent federal audit corrective actions may not be fully implemented if the audit was just completed in the last few months. UGG Sec 200.501	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Two most recent audit reports	<div>Monitor Comments</div> <div>4/22/2024 9:17:39 PM State Monitor Helen Gross Documentation was provided as required.</div>
<div>22-23SingleAudit.pdf 21-22SingleAudit.pdf</div>						
Obligating Funds UGG Sec. 200.309	1. LEA began obligating funds on or after the programs approved/submit date.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IA, Title IIA, Title IIIA and/or Title IVA expenditures, showing very 1st expense using current years funds.	
<div>TitleIVExpenditures.pdf TitleIExpenditures7-1-23-2-29-24.pdf TitleIIAExpenditures.pdf</div>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments		
Record Retention UGG Sec. 200.333	1. Federal program records are maintained for a period of 7 years (current year plus 6 prior).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div><input type="checkbox"/> Federal Program document(s) (i.e., invoices paid from federal funds) from up to 7 years ago.</div> <div><input checked="" type="checkbox"/> Record retention policy that includes how federal program records are maintained AND screenshot of federal files/records.</div> <div><input type="checkbox"/> Photo of files/records</div>	<table><tr><th>Monitor Comments</th></tr><tr><td>4/22/2024 9:18:02 PM State Monitor Helen Gross Documentation was provided as required.</td></tr></table>	Monitor Comments	4/22/2024 9:18:02 PM State Monitor Helen Gross Documentation was provided as required.
Monitor Comments								
4/22/2024 9:18:02 PM State Monitor Helen Gross Documentation was provided as required.								
<div>RecordsRetentionScreenshots.pdf</div> <div>BoardPolicy-RecordsRetention.pdf</div>								

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>Conflict of Interest Policy</p> <p>UGG Sec 200.112</p>	<p>1. Conflict of Interest Requirement the non-federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with the applicable Federal awarding agency policy, which includes:</p> <ul style="list-style-type: none"> Standards of Conduct (covering conflicts of interest when governing the actions of its employees engaged in the selection award and administration of contracts) Organizational Conflicts- (relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization) Disciplinary Actions- (actions taken against an individual who violates the standards of conduct) Mandatory Disclosure- (potential conflict disclosed in writing) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Board Approved policy Please note: if an LEA is using the PSBA template prior to 2016-17 must update, new policy includes language under Reporting Conflicts of Interest <i>The Superintendent or designee shall report in writing to the federal awarding agency or pass-through entity any potential conflict of interest related to a federal award, in accordance with federal awarding agency policy.</i></p>	
CCA-Board-of-Trustees-Policy-6.200-Conflict-of-InterestRev4.12.23.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Allowability of Costs Procedures UGG Sec 200.403	1. Allowability of Costs Requirement Expenditures must be aligned with approved budgeted items and when determining how the LEA expends its funds the procedures must include the following cost principles: <ul style="list-style-type: none"> Necessary, reasonable, and allocable Conform with federal law and grant terms. Consistent with state and local policies. Adequately documented. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Review Allowability of Costs Procedures to check for internal controls relating to bulleted items.	
AdministrativeGuidelinesforPolicy5.100-OnAllowabilityofCosts.pdf						
Procurement Procedures UGG Sec 200.320, 200.88	1. Procurement the LEA maintains purchasing procedures. <ul style="list-style-type: none"> Micro-purchases (purchase up to \$10,000) Small Purchase (between \$10,000-\$250,000) Sealed Bids (purchases over \$250,000 with formal advertising) Competitive Proposals (more than one source submitting a proposal) Non-competitive Proposals i.e., Sole Source (Solicitation of a proposal from only one source) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Procurement procedures exist and include the specific procedures to be followed internally for the five procurement levels.	
AdministrativeGuidelinesforPolicy5.100-OnProcurement.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Implementation of Procurement Procedures. Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of implementation of procurement procedures such as bids and/or quotes for goods and/or services	
DecisionMatrix23-24.xlsx RFP-SummerCurriculumBoxesBid.pdf RFPAdNotice-SummerCurriculumBoxes.docx						
Cash Management Procedures UGG Sec. 200.305	1. Cash Management the LEA must maintain written procedures to implement the following cash management requirements: <ul style="list-style-type: none"> • Reimbursements explain what happens if the LEA is initially charging federal grant expenditures to nonfederal funds. • Advances explain what happens if the LEA receives advance payments of federal grant funds. • Interest explain how the LEA will manage interest earned on federal grant awards. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Cash Management Procedures are available that address all three components.	
AdministrativeGuidelinesforPolicy5.100-OnCashManagement.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Travel Reimbursement Policy UGG Sec. 200.474	1. Travel the LEA must have written travel policies for travel costs to be allowable. <ul style="list-style-type: none"> Types of travel (single day, overnight or out-of-state) What expenses may be reimbursed (food, lodging, transportation, airfare) What type of documentation is needed for reimbursement? (pre-approval travel form, receipts, post travel form) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Board approved policy - Policy does not have to be specific to federal funds.	
CCA-Board-of-Trustees-Policy-5.110-Federal-Programs-Travel-Reimbursement.pdf EmployeeExpenseGuidelines_062022.pdf						
	2. Implementation of Travel Reimbursement Policy Please note: This requirement is effective for the 2024-25 year. This cannot be marked Not Met.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of implementation of travel reimbursement policy, such as invoices, receipts, and/or travel forms submitted by staff for reimbursement.	
TravelReimbursementReceipts.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>Prior Written Approval for Various Expenditures</p> <p>UGG Sec 200.413, 200.474, 200.438, 200.439, 200.454</p>	<p>1. LEA must obtain prior written approval for the following expenditures:</p> <ul style="list-style-type: none"> Salaries of Administrative Staff (Clerical and Federal Program Coordinators) (200.413(c)) Out of State Travel for workshops/conferences (200.474) Entertainment Costs (200.438) Equipment (200.439) Student Activity Costs Memberships, subscriptions, and Professional Activities (200.454) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Items were included in approved consolidated application budgets and/or narratives.</p> <p><input type="checkbox"/> Emails or other correspondence with regional coordinator requesting and receiving approval for expenditures.</p>	
2023-2024CommonwealthCharterAcademyCSConsolidatedContract.pdf						
Time and Effort Procedures	1. LEA has written time and effort procedures that include directions for (1) the completion of time and attendance reporting; (2) the approval process that is required; (3) the processing of personnel charges to federal awards; and (4) the internal review process that will be established to ensure effective internal control over the federal awards.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Written Procedure for Time and Effort (do not need board approval). Please note: Federal Fiscal Compliance Policy 626 does not meet this requirement.</p>	
CCATimeEffortProceduresUpdated2023.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Title IA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none">Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications					
TimeEffortTitleSigned07.01.2023-12.31.2023.pdf										
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<table><tr><th>District Comments</th></tr><tr><td>3/6/2024 10:04:45 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/22/2024 9:11:32 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.</td></tr></table>	District Comments	3/6/2024 10:04:45 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.	Monitor Comments	4/22/2024 9:11:32 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.
District Comments										
3/6/2024 10:04:45 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.										
Monitor Comments										
4/22/2024 9:11:32 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	3. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<div>District Comments</div> <div>3/6/2024 10:04:57 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.</div> <div>Monitor Comments</div> <div>4/22/2024 9:11:47 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.</div>
	4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement. Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.	<div>District Comments</div> <div>3/8/2024 11:06:38 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have flat rate stipends.</div> <div>Monitor Comments</div> <div>4/22/2024 9:12:14 PM State Monitor Helen Gross Commonwealth Charter Academy does not have flat rate stipends.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIA Time Documentation UGG Sec. 200.430	1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	District Comments 3/25/2024 3:55:29 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not have employees currently paid through Title II funding.
						Monitor Comments 4/22/2024 9:21:52 PM State Monitor Helen Gross Commonwealth Charter Academy does have employees currently paid through Title II funding (transferability) with follow-up identification of staff being provided by Mr. Barwin.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<div>District Comments</div> <div>3/6/2024 10:05:28 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.</div> <div>Monitor Comments</div> <div>4/22/2024 9:14:03 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.</div>
	3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div>District Comments</div> <div>3/6/2024 10:05:36 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.</div> <div>Monitor Comments</div> <div>4/22/2024 9:13:55 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.	<div>District Comments</div> <p>3/8/2024 11:10:21 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not pay a flat rate item for services.</p> <div>Monitor Comments</div> <p>4/22/2024 9:15:57 PM State Monitor Helen Gross No staff were paid a stipend for services.</p>
<p>Title IIIA Time Documentation</p> <p>UGG Sec. 200.430</p>	<p>1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.</p> <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Semi-annual time certifications	<div>District Comments</div> <p>3/14/2024 1:26:29 PM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy is part of a consortium</p> <div>Monitor Comments</div> <p>4/22/2024 9:16:20 PM State Monitor Helen Gross Commonwealth Charter Academy is part of a consortium</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<div>District Comments</div> <div>3/6/2024 10:05:50 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy is part of a consortium</div> <div>Monitor Comments</div> <div>4/22/2024 9:18:46 PM State Monitor Helen Gross Commonwealth Charter Academy is part of a consortium</div>
	3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div>District Comments</div> <div>3/6/2024 10:05:58 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy is part of a consortium</div> <div>Monitor Comments</div> <div>4/22/2024 9:16:33 PM State Monitor Helen Gross Commonwealth Charter Academy is part of a consortium</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.	<div>District Comments</div> <p>3/14/2024 1:26:59 PM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy is part of a consortium</p> <div>Monitor Comments</div> <p>4/22/2024 9:16:48 PM State Monitor Helen Gross Commonwealth Charter Academy is part of a consortium</p>
<p>Title IVA Time Documentation</p> <p>UGG Sec. 200.430</p>	<p>1. The LEA maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective.</p> <ul style="list-style-type: none"> Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	
TimeEffortTitleIVSISigned07.01.2023-12.31.2023.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. If the LEA has staff working on multiple cost objectives with a fixed schedule and would like to use a semi-annual certification for those staff members, the LEAs is required to seek approval from the RC.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<div>District Comments</div> <div>3/6/2024 10:06:12 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.</div> <div>Monitor Comments</div> <div>4/22/2024 9:14:34 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.</div>
	3. The LEA maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Time logs <input type="checkbox"/> Staff schedules	<div>District Comments</div> <div>3/6/2024 10:06:20 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.</div> <div>Monitor Comments</div> <div>4/22/2024 9:14:50 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	<p>4. The LEA maintains appropriate time documentation for staff that were paid a flat rate/stipend for the services via a contract/agreement.</p> <p>Please note: Time and Effort procedures must be updated to reflect staff paid with stipends.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A contract discussing the deliverables which would include the amount to be paid to staff.	<div>District Comments</div> <p>3/18/2024 10:13:51 AM Assistant Business Manager Regis Barwin No staff were paid a stipend for services.</p> <div>Monitor Comments</div> <p>4/22/2024 9:15:17 PM State Monitor Helen Gross No staff were paid a stipend for services.</p>
<p>Title IA Equipment and Related Property</p> <p>UGG Sec. 200.313</p>	<p>1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log of items purchased with Title I A.	
<p align="right"> TitlePhysicalInventorySigned.pdf FederalProgramsRollingInventoryLog.pdf </p>						
	<p>2. LEA conducts a physical inventory of all items every two years.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	
<p align="right">TitlePhysicalInventorySigned.pdf</p>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log of items purchased with Title IIA.	District Comments 3/8/2024 11:08:13 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not currently have equipment purchased with Title IIA.
						Monitor Comments 4/22/2024 9:21:25 PM State Monitor Helen Gross Commonwealth Charter Academy does not currently have equipment purchased with Title IIA.
	2. LEA conducts a physical inventory of all items every two years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	
TitleIPhysicalInventorySigned.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Title IIIA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> UGG compliant inventory log of items purchased with Title IIIA.	District Comments 3/13/2024 1:06:37 PM Assistant Business Manager Regis Barwin Commonwealth Charter Academy does not currently have equipment purchased with Title IIIA.
						Monitor Comments 4/22/2024 9:22:57 PM State Monitor Helen Gross Commonwealth Charter Academy does not currently have equipment purchased with Title IIIA..... part of a consortium.
	2. LEA conducts a physical inventory of all items every two years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	
TitlePhysicalInventorySigned.pdf						
Title IVA Equipment and Related Property UGG Sec. 200.313	1. LEA maintains Inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) for current and prior years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log of items purchased with Title IVA.	
FederalProgramsRollingInventoryLog.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. LEA conducts a physical inventory of all items every two years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> UGG compliant inventory log dated and signed by LEA to ensure physical inventory is conducted within the last two years.	
TitleIPhysicalInventorySigned.pdf						
Title IA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IA Program Performance Report submitted by the due date of January 5, 2024.	
22-23TitlePerformanceGoalSubmission.pdf 22-23PerformanceReportingQuestions.pdf						
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<div>Monitor Comments</div> <p>4/29/2024 10:01:34 PM State Monitor Helen Gross Moving forward, documentation / explanation needs to provide more detail including where the documentation may be found and who maintains said records.</p>
22-23PerformanceReportingQuestions.pdf 22-23TitlePerformanceGoalSubmission.pdf						
Title IIA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IIA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IIA Program Performance Report submitted by the due date of January 5, 2024.	
22-23TitleIIPerformanceGoalSubmission.pdf 22-23TitleIIPerformanceReporting.pdf						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<div>Monitor Comments</div> <p>4/29/2024 10:01:14 PM State Monitor Helen Gross Moving forward, documentation / explanation needs to provide more detail including where the documentation may be found and who maintains said records.</p>
22-23TitleIIPerformanceGoalSubmission.pdf 22-23TitleIIPerformanceReporting.pdf						
Title IIIA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IIIA.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Title IIIA Program Performance Report submitted by the due date of January 5, 2024.	<div>District Comments</div> <p>3/6/2024 10:17:42 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy is part of a Consortium for Title III</p> <div>Monitor Comments</div> <p>4/22/2024 9:24:01 PM State Monitor Helen Gross Commonwealth Charter Academy is part of a Consortium for Title III</p>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<div>District Comments</div> <div>3/6/2024 10:17:47 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy is part of a Consortium for Title III</div> <div>Monitor Comments</div> <div>4/22/2024 9:20:52 PM State Monitor Helen Gross Commonwealth Charter Academy is part of a consortium</div>
Title IVA Program Performance Report UGG 200.328	1. LEA has submitted the Program Performance Report in eGrants, for the prior year, for Title IVA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title IVA Program Performance Report submitted by the due date of January 5, 2024.	
22-23TitleIVPerformanceGoalReporting.pdf 22-23TitleIVPerformanceGoalSubmission.pdf						
	2. Backup documentation exists for the Program Performance Report from the prior year that aligns with the data indicated in the goals that would be used to determine success.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Data summary narratives to demonstrate how LEA determined met/not met for goals must be present at time of monitoring.	<div>Monitor Comments</div> <div>4/29/2024 10:06:28 PM State Monitor Helen Gross Moving forward, documentation / explanation needs to provide more detail including where the documentation may be found and who maintains said records.</div>

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.</p> <p>2 CFR 200.308(a) and (b) and 2</p>	<p>1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IA application.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures</p>	
<p style="text-align: right;"> TitleIBudget.pdf TitleIExpenditures7-1-23-2-29-24.pdf </p>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.</p> <p>2 CFR 200.308(a) and (b) and 2</p>	<p>1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIA application.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures</p>	
<p style="text-align: right;"> TitleIIBudget.pdf TitleIIAExpenditures.pdf </p>						

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
<p>Program Accuracy Verification - The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.</p> <p>2 CFR 200.308(a) and (b) and 2</p>	<p>1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IIIA application.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><input type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures</p>	<table><tr><th>District Comments</th></tr><tr><td>3/14/2024 1:28:34 PM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy is part of a consortium</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/22/2024 9:20:21 PM State Monitor Helen Gross Commonwealth Charter Academy is part of a consortium</td></tr></table>	District Comments	3/14/2024 1:28:34 PM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy is part of a consortium	Monitor Comments	4/22/2024 9:20:21 PM State Monitor Helen Gross Commonwealth Charter Academy is part of a consortium
District Comments										
3/14/2024 1:28:34 PM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy is part of a consortium										
Monitor Comments										
4/22/2024 9:20:21 PM State Monitor Helen Gross Commonwealth Charter Academy is part of a consortium										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
<p>Program Accuracy Verification</p> <p>2 CFR 200.308(a) and (b) an- The Grant Agreement signed by this LEA in order to receive federal education funds under ESSA, includes a legally binding agreement that the LEA will implement the programs written as narrative for each of the grants (Grant Agreement Section 3). The applications and budgets were reviewed by PDE and approved for allowability under the program rules for each grant in accordance with 34 CFR 76.400. Any changes or modifications to the programs and/or budget require prior written approval in accordance with 2 CFR 200.308(a) and (b) and 2.</p>	<p>1. The program/activities are being implemented and match the program/activities approved in the most recent copy of the Title IVA application.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> LEA level budget AND expenditures including specific salary and benefits for personnel, and supply orders for actual and anticipated expenditures</p>	
<p style="text-align: right;"> TitleIVExpenditures.pdf TitleIVBudget.pdf </p>						

Comments

Moving forward, it is important to remember that program goals for Title programs must be research based/data driven.

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
No interviews have been entered.			

**Division of Federal Program
Consolidated Program Review
2023-2024 School Year
Commonwealth Charter Academy CS**

Commonwealth Charter Academy

SCHOOL Level Monitoring

	Name	Check if Interviewed
Principal:	Dana Moreno (Vice Provost of Elementary Education)	<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>
Parent:		<input type="checkbox"/>

Program Reviewers:	Dr. Helen Gross	Visit Date:	4/23/2024
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School Level Monitoring

Component I: Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
Time Documentation UGG Sec. 200.430	1. The LEA and Title I School maintains semi-annual certifications for all employees paid through a federal grant and working on a single cost objective. <ul style="list-style-type: none">Semi-annual certifications are signed after the fact by the employee or supervisor with direct knowledge of the employees activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications					
<div>TimeEffortTitleISISigned07.01.2023-12.31.2023.pdf</div> <div>TimeEffortTitleISigned07.01.2023-12.31.2023.pdf</div> <div>TimeEffortTitleIVSISigned07.01.2023-12.31.2023.pdf</div>										
	2. The LEA maintains Personnel Activity Reports (PARs) for employees who works on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees' time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Email from Regional Coordinator approving use of semi-annual documentation for an employee with a fixed schedule AND semi-annual time certifications for applicable staff	<table><tr><th>District Comments</th></tr><tr><td>3/6/2024 9:54:47 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/22/2024 9:25:03 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.</td></tr></table>	District Comments	3/6/2024 9:54:47 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.	Monitor Comments	4/22/2024 9:25:03 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.
District Comments										
3/6/2024 9:54:47 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.										
Monitor Comments										
4/22/2024 9:25:03 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments				
	3. The LEA and Title I School maintains Personnel Activity Reports (PARs) for employees who work on multiple cost objectives and are paid in full or in part from a federal grant. PARs include 100% of the employees time, are broken out by multiple cost objectives, are signed by the employee after the fact, are collected multiple times a year and are reconciled against payroll records so that the total amount charged to the federal grant is supported by the PARs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<div><input type="checkbox"/> Time logs</div> <div><input type="checkbox"/> Staff schedules</div>	<table><tr><th>District Comments</th></tr><tr><td>3/6/2024 9:54:55 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.</td></tr><tr><th>Monitor Comments</th></tr><tr><td>4/22/2024 9:25:16 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.</td></tr></table>	District Comments	3/6/2024 9:54:55 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.	Monitor Comments	4/22/2024 9:25:16 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.
District Comments										
3/6/2024 9:54:55 AM Assistant Business Manager Regis Barwin N/A - Commonwealth Charter Academy does not have staff working on multiple cost objectives.										
Monitor Comments										
4/22/2024 9:25:16 PM State Monitor Helen Gross Commonwealth Charter Academy does not have staff working on multiple cost objectives.										

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Comments
Building Level Budget	1. The LEA and Title I School maintain a building level budget documenting ALL Title IA expenditures.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis	<div>District Comments</div> <p>3/18/2024 10:15:31 AM Assistant Business Manager Regis Barwin Commonwealth Charter Academy is a cyber charter school and all one building.</p> <div>Monitor Comments</div> <p>4/22/2024 9:27:29 PM State Monitor Helen Gross The budget was reviewed in previous questions, however, moving forward, the LEA/School's Title I building level budget including specific salary and benefits for personnel and supply orders for actual and anticipated expenditures, must be used for this analysis and should have been uploaded in this section too.</p>

Comments

Though Title II funds were "transferred", Mr. Barwin provided information that indicated which staff were paid with these funds.



Tuesday, July 9, 2024

Tom Longenecker
CEO
One Innovation Way
Harrisburg, PA 17110

Dear Tom Longenecker,

I thank you and your staff for participating in the Federal Programs Consolidated Review for the 2023-24 school year. Our monitoring provides a reasonable basis for our opinion on compliance for each major federal program. However, our monitoring results do not constitute a determination of Commonwealth Charter Academy CS compliance. At this time, all documents uploaded to Fedmonitor have been reviewed and no further action is required. The 2023-24 Consolidated Monitoring is now closed.

You may print off a copy of your completed Monitoring Instrument at <https://www.federalmonitor.com/pa>. If you have any questions, please feel free to contact your regional coordinator.

Thank you for your cooperation.

Sincerely,

Susan McCrone
Chief
Division of Federal Programs



Executive Summary BSE Compliance Monitoring Review of the Commonwealth Charter Academy CS

PART I SUMMARY OF FINDINGS

A. Review Process

Prior to the Bureau's monitoring the week of March 4, 2024, the Commonwealth Charter Academy CS was formally notified of the dates the onsite review would be conducted. Notice and invitation to comment was also provided to the Local Task Force on Right-to-Education. The charter school was informed of its responsibility to compile various reports, written policies, and procedures to document compliance with requirements.

While onsite, the monitoring team employed a variety of techniques to gain an in depth understanding of the charter school's program operations. This included:

- Interviews of charter school administrative and instructional personnel
- Review of policies, notices, plans, outcome and performance data, special education forms and formats, and data reports used and compiled by the charter school (Facilitated Self-Assessment)
- Comprehensive case studies (including classroom observations, student file reviews, and interviews of parents and general and special education teachers).

B. General Findings

In reaching compliance determinations, the Bureau of Special Education (BSE) monitoring teams apply criteria contained in federal and state special education regulations. Specifically, these are:

- Individuals with Disabilities Education Improvement Act of 2004
- 22 Pa. Code Chapter 711
- 34 CFR Part 300

This report focuses on compliance with regulatory requirements and also contains descriptive information (such as interview and survey results) intended to provide feedback to assist in program planning.

C. Overall Findings

1. FACILITATED SELF ASSESSMENT (FSA)

The team reviewed the FSA submitted by the charter school and conducted onsite verification activities of the information submitted in the FSA. The onsite verification activities included review of policies, notices, procedures, and file reviews.

FSA	In Compliance	Out of Compliance
Assistive Technology and Services; Hearing Aids	2	0
Positive Behavior Support Policy	1	0
Child Find (Annual Public Notice and General Dissemination Materials)	1	0
Confidentiality	1	0
Dispute Resolution (Due process hearing decision implementation)	0	0
Exclusions: Suspensions and Expulsions (Procedural Requirements)	1	0
Independent Education Evaluation	1	0
Least Restrictive Environment (LRE)	1	0
Provision of Extended School Year Services	0	1
Provision of Related Service Including Psychological Counseling	0	1
Parent Training	1	0
Public School Enrollment	1	0
Surrogate Parents (Students Requiring)	1	0
Personnel Training	1	0
Intensive Interagency Approach	1	0
Summary of Academic Achievement and Functional Performance/Procedural Safeguard Requirements for Graduation	1	0
SPP/APR Indicator 13 (Transition)	1	0
Disproportionate Representation that is the Result of Inappropriate Identification	1	0

IMPROVEMENT PLAN REQUIRED*	Yes	No
Effective Use of Dispute Resolution	0	0
Graduation Rates (SPP)	1	0
Dropout Rates (SPP)	1	0
Suspensions (Rates)	0	1
Least Restrictive Environment (LRE) (SPP)	0	1
Participation in PSSA and PASA (SPP)	1	0
Participation in Charter-Wide Assessment	0	1
Public School Enrollment	1	0
Disproportionate Representation that is the Result of Inappropriate Identification	0	1

*This determination is based on the data used for the monitoring. More recent data provided by the LEA may demonstrate that the LEA does not require an improvement plan for this topic. Please refer to the Corrective Action Verification/Compliance and Improvement Plan for final guidance.

2. **FILE REVIEW** (Student case studies)

The education records of randomly selected students participating in special education programs were studied to determine whether the charter school complied with essential requirements.

The status of compliance of the Commonwealth Charter Academy CS is as follows:

Sections of the FILE REVIEW	In Compliance	Out of Compliance	NA
Essential Student Documents Are Present and Were Prepared Within Timelines	171	3	146
Evaluation/Reevaluation: Process and Content	525	1	1034
Individualized Education Program: Process and Content	1046	16	538
Procedural Safeguards: Process and Content	236	2	2
TOTALS	1978	22	1720

3. TEACHER AND PARENT INTERVIEWS

Interviews were conducted with parents and teachers of students selected by the BSE for the sample group. The goal is to determine if the charter school involves parents and professionals in required processes (e.g., evaluation, IEP development), whether programs and services are being provided, and whether the charter school provides training to enhance knowledge. Parent and teacher satisfaction with the special education program is also generally assessed.

	# Yes Responses	# No Responses	# of Other Responses
Program Implementation: General Ed Teacher Interviews	284	18	104
Program Implementation: Special Ed Teacher Interviews	572	14	283
Program Implementation: Parent Interviews	245	40	170
TOTALS	1101	72	557

4. CLASSROOM OBSERVATIONS

Observations are conducted in classrooms of students selected by the BSE for the sample group.

	# Yes Responses	# No Responses	# of Other Responses
Classroom Observations	0	0	0

5. EDUCATIONAL BENEFIT REVIEW

	In Compliance	Out of Compliance
Educational Benefit Review	X	

PART II CORRECTIVE ACTION PROCESS

PART I of this report presented an overall summary of findings. In the Appendix to the report, we have provided the detailed findings for each of the criteria of the compliance monitoring document, i.e. FSA, File Reviews, Interviews and Classroom Observations. The detailed report of findings includes:

- Criteria Number
- Statements of all requirements

- Whether each requirement was met, not met, not applicable or other
- Statements of corrective action required for those criteria not met. ***Criteria not met that require corrective action by the charter school are gray-shaded.***

Charter schools are advised that in accordance with requirements of the Individuals with Disabilities Education Act, all noncompliance must be corrected as soon as possible but in no case later than one year from the date of the monitoring report. The BSE is required to verify timely correction of noncompliance, and must report annually to the federal government and the public on this requirement.

Upon receipt of this report, the charter school should review the corrective action and improvement planning required. The report is formatted so that findings from all components of the monitoring are consolidated by topical area. The report lists the finding, and whether corrective action is required. For certain types of findings, corrective action will be prescribed, and will not vary from charter school to charter school. For example, if the finding is that the charter school lacks a specific required policy, it is reasonable to have the BSE prescribe a standardized remedy and timeline for correcting this deficiency. However, the majority of corrective action activities will be individually designed by the charter school based on their own unique circumstances and goals. Consistent with IDEA's general supervision requirements for states, BSE must approve all proposed corrective action.

With respect to the File Review, because students were selected at random, findings are generalized to the entire population of students with disabilities. During the corrective action review, the BSE Advisor will select students at random and will review updated data, i.e. records that were developed subsequent to the monitoring. Consequently, the charter school should approach corrective action on a systemic basis. As indicated above, the charter school is also required to correct student specific noncompliance identified during monitoring under the ICAP process. If there has been a finding of noncompliance in the Educational Benefit Review component, the individual students are identified to the charter school and, because of the significance of the provision of a free appropriate public education (FAPE) to these students; the charter school must take immediate corrective action.

The BSE Adviser will schedule an onsite visit with the charter school within 60 days following issuance of the monitoring report. The BSE Adviser, charter school, and PaTTAN staff will develop a Charter School Corrective Action Verification/Compliance and Improvement Plan. PaTTAN and IU staff are available to assist the charter school.

Upon conclusion of the corrective action process, the charter school will be notified of its successful completion of the monitoring process.

IEP Team Member Participation Procedure

Scope:

The LEA should provide written notice via the Invitation to Participate in the Individualized Education Program (IEP) Team Meeting or Other Meeting to the parent. This written notice will document who has been invited to attend the IEP meeting. CCA and the family can identify IEP team members who are not required to attend the IEP team meeting.

If a required team member is excused as described in 34 CFR 300.321(a)(2) through (a)(5), the case manager will provide the family with a Parental Consent to Excuse Team Members from Attending the IEP Meeting.

Procedure:

Commonwealth Charter Academy will follow IDEA regulations in documentation of IEP team members. The regulations are as follows:

1. Identify the members of the IEP Team

The public agency must ensure that the IEP Team for each child with a disability includes:

- The parents of the child;
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
- A representative of the public agency (who has certain specific knowledge and qualifications);
- An individual who can interpret the instructional implications of evaluation results and who may also be one of the other listed members;
- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - Whenever appropriate, the child with a disability. In accordance with 34 CFR 300.321(a)(7), the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under 34 CFR 300.320(b). [34 CFR 300.321(a) and (b)(1)] [20 U.S.C. 1414(d)(1)(B)]

2. Identify instances when an IEP Team member may not need to attend

A member of the IEP Team described in 34 CFR 300.321(a)(2) through (a)(5) is not required to attend an IEP Team meeting, in whole or in part, if the parent of a child with a disability

and the public agency agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

A member of the IEP Team described in 34 CFR 300.321(a)(2) through (a)(5) may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:

- The parent, in writing, and the public agency consent to the excusal; and
- The member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting. [34 CFR 300.321(e)] [20 U.S.C. 1414(d)(1)(C)]

3. Provide for inviting representatives from the Part C system

In the case of a child who was previously served under Part C of the IDEA, an invitation to the initial IEP Team meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services. [34 CFR 300.321(f)] [20 U.S.C. 1414(d)(1)(D)]

4. Require that the notice inform parents of other IEP Team participants

The notice required under 34 CFR 300.322(a)(1) (regarding an IEP meeting), among other things, must inform the parents of the provision in 34 CFR 300.321(a)(6) and (c) relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child, and 34 CFR 300.321(f) relating to the participating of the Part C service coordinator or other representatives of the Part C system at the initial IEP team meeting for a child previously served under Part C of the IDEA. [34 CFR 300.322(b)(1)]

5. Revise requirements for when transition content must be included in an IEP meeting notice

For a child with a disability beginning not later than the first IEP to be in effect when the child turns 16 (14 in PA, 12 at CCA), or younger if determined appropriate by the IEP Team, the notice required under 34 CFR 300.322(a)(1) (regarding an IEP meeting), among other things, must:

- Indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child, in accordance with 34 CFR 300.320(b) and that the agency will invite the learner; and
- Identify any other agency that will be invited to send a representative. [34 CFR 300.322(b)(2)]

IEP Invitation Timelines

- Parent/legal guardian will receive invitation to IEP or Other Meeting at least 45 calendar days before the annual review date of IEP. (45 days is a “best practice” suggestion: 10 calendar days for annual review is required.)
- IEP must be developed with the parents within **30 calendar days** after the evaluation or reevaluation report is issued
(or)
- IEP must be developed with the parents on an **annual basis** based on the annual IEP review date
- IEP must be implemented no later than **10 school days** after the parents have approved the IEP and Notice of Recommended Educational Placement (NOREP).
- **Prior to implementation** of IEP in 10 school days, the IEP must be completed and distributed to the parents, learner file, and teachers who must implement the IEP.

If Parent(s) do not approve the IEP, see Procedural Safeguards and Dispute Resolution process and timelines.

If the parent rejects the IEP and indicates the need for formal dispute, contact the Regional Director of Special Education immediately. All follow-ups must be addressed in a timely fashion.

Individualized Education Program

What is an IEP?

An “Individualized Education Program” (IEP) is a written plan that describes the unique needs of a learner who is eligible for special education and explains the specific services that the school will give the learner. An IEP can be of any length and can contain any amount of information. However, what is really important is the information in the IEP needs to be useful to parents and school staff in guiding the learner’s educational program so the learner can make meaningful educational progress.

The IEP lists special education, related services, and other supports the learner needs to make meaningful progress in school. The IEP should explain when the services will begin, and how frequently and for how long they will be given (for example, two half-hour sessions of physical therapy every week). The IEP must also state where the services will be provided (for example, in a regular or special education classroom or a special school), and tell what special training and equipment will be given to the school staff (teachers and aides) who work with the learner. The IEP also tells how much of the school day the learner will spend with classmates who do not have disabilities.

Who Develops an IEP?

The IEP is developed by a team of people, including the parents. Learners must be given all of the special education, related services, and other supports listed in the IEP. The IEP is the “contract” between the parent and learner and the school for the services a learner needs to make progress. If the school does not follow the IEP, a parent can file a complaint with Pennsylvania’s Bureau of Special Education (BSE).

The IEP Team must include:

- a. The learner’s parents,
- b. At least one special education teacher
- c. At least one regular education teacher (if the learner is, or may be, in any regular education classes),
- d. An LEA (a school official qualified to provide or supervise specially designed instruction, who knows about the school’s resources, and who is familiar with the general education curriculum (usually this is the principal, assistant principal, special education supervisor, regional director of special education or designee
- e. An individual who can interpret the learner’s evaluations (**this does not have to be a separate person, so the learner’s case manager could fill this role – if it is a separate person, it is usually the school psychologist**),
- f. The learner, when appropriate. (The learner must be invited to the meeting if postsecondary goals and transition needs are discussed at the meeting. This

is required if the learner will be 14 (CCA plans starting at age 12) during the course of an IEP. If transition needs are not going to be discussed, then it is up to the parent to decide whether the learner should attend the meeting.)

Who Else May Attend an IEP Meeting?

While the people listed above must attend IEP meetings (unless they are excused by the parent), other people can come to the meetings. The IEP Team can include anyone the parent or the school believes has knowledge or expertise about the learner. This means that a parent can invite an advocate (either a lawyer or a non-lawyer. If a parent elects to bring an attorney to an IEP meeting, CCA may choose to reconvene the meeting at a time when CCA's attorney is available to attend the IEP meeting). In addition, the school or the parent can ask an occupational therapist (OT), physical therapist (PT), or speech therapist who is working with the learner to attend the IEP meeting.

A parent can agree in writing to excuse one (or more) of the IEP Team members listed above. If the IEP Team member's area of expertise will not be discussed at the meeting, then the parent and school may sign an agreement that the Team member can miss the meeting. If the team member's area of expertise is going to be discussed at the IEP meeting, before that team member can miss the meeting: (1) a parent must agree in writing and (2) the team member must give the parent and IEP team written input about the learner before the IEP meeting.

Parent Attendance is Crucial

The law places great emphasis on parents' participation in the IEP Team meeting. The school must take steps to get one or both of the learner's parents to attend the IEP meeting. That means the school must notify both parents of the meeting early enough so that they can attend, and schedule the meeting at a time and place that is convenient. The notice of the meeting must tell the parent the time, date, location, and purpose of the meeting. The Invitation to Participate in the Individualized Education Program (IEP) Team Meeting or Other Meeting form also informs the parent that one can bring other people to the meeting who have knowledge or expertise regarding the learner.

There are times when an interpreter is needed for parents with deafness or parents whose native language is not English. The parents Special Education Teacher know as soon as possible that an interpreter is needed for the IEP Team meeting. If the parents cannot attend the meeting via Zoom, the school must offer the family other ways of participating in the meeting, including conference calls. If the family does not participate, the school can hold the meeting without the parent – but it must keep a detailed record of its efforts to get the parent to attend. These efforts should include three invitations and a phone call home

at the start of the meeting. All attempts should be documented on the front page of the IEP.

IEP Team Meeting

CCA provides parents a draft IEP 10 days prior to the IEP meeting; however, the IEP is a working document and must include the parents' input. When the IEP is finished, it should reflect the information discussed and decided by the IEP Team at the meeting. During the meeting, the IEP team must consider the learner's strengths, the parents' concerns for enhancing the education of their child, the results of the most recent evaluation, and the learner's academic, developmental, and functional needs in determining what services and placement are appropriate for the learner.

IEP Signature Page: It is important to ask everyone who attended the team meeting to sign the IEP signature page. By signing the IEP signature page, it only shows who attended the meeting. It does not mean that one agrees with the IEP.

Audio Recording of IEP Meetings: Audio recording of IEP meetings is permissible but there is no express right to record. However, the LEA cannot have blanket prohibition denying audio recording. This is inappropriate under Law. Neither IDEA nor any other law provides a parent with an absolute right to record meetings. The "Parent Participation" provision, of the IDEA, found within 34 CFR 300.322(e), provides that "[t]he public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English." Section 504 and the ADA also require that individuals with disabilities be afforded reasonable accommodations for their disabilities.

Under all three laws, however, it is the District's right and responsibility to determine what accommodations are appropriate. However, while there are circumstances under the ADA, Section 504, and the IDEA where accommodations must be made to ensure full participation by parents in special education meetings, public schools and intermediate units may reserve audio and video recording of such meetings as an accommodation of last resort, to be used only where there are no other appropriate accommodations. Rarely is permitting recording of a meeting the only viable accommodation available. If a parent wishes to audio record any meeting, contact the Director of Compliance and Training for guidance. Written request to record a meeting should be given at least 5 days prior to the meeting.

Components of the IEP

The Pennsylvania Department of Education's Bureau of Special Education has developed an annotated IEP form to help individuals understand the contents of the document. This document can be found by accessing: [PATTAN Link](#)

An IEP can be of any length and can contain any amount of information. However, what is really important is the information in the IEP needs to be useful to parents and school staff in guiding the learner's educational program so that the learner can make meaningful educational progress.

The following is a breakdown of the various sections of an Individualized Education Plan (IEP).

IEP: Section I - Special Considerations

In the first section of the IEP, the IEP team must ask whether the learner is blind or visually impaired, deaf or hearing impaired, if the learner has needs in the areas of communication, if the learner needs assistive technology (AT) devices and/or services, if the learner has limited English proficiency, or if the learner has behaviors that get in the way of his/her learning or that of others. The Team should keep these "special considerations" in mind when it writes the learner's IEP. PDE's annotated IEP form explains these considerations in detail.

- a. Deaf or Hard of Hearing – IEP team must complete a communication plan (Input statement from IEP)
- b. Assistive technology includes devices or special equipment that improve the learner's functional or communication skills. Assistive technology services may include help in determining the need for a specific service (usually through the SETT process) and training for the learner, school staff, and possibly the learner's family on how to use the device.
- c. Behavior that impedes the learner's learning or the learning of others – a FBA must be completed
- d. Positive Behavior Supports (PBS) addresses a learner's behavior. These strategies must reflect individual learner's needs and be based on positive – not punitive approaches. This could mean that behavior goals and support services are included in sections 5 and 6 of the IEP. Or, the IEP Team might write a positive behavior support plan as part of the IEP. Defensible behavior plans are developed following the completion of a functional behavior assessment (FBA) – [See section on Discipline and Behavior Support]

IEP: Section II - Present Levels of Academic Achievement & Functional Performance

The second section of the IEP contains information on the learner's present levels of academic achievement and functional performance (including social and daily living skills). It is important for this section to be completed because knowing where the learner is currently helps the Team decide where the learner should be going – meaning what goals should be written for the learner. This section should include the learner's strengths and needs, both academic and functional. It also needs to include the learner's present levels related to current postsecondary transition goals (such as results of vocational evaluations, career surveys, etc.). Information from any Functional Behavioral Assessment (FBA) should also be part of this section. This section should include information on how the learner's disability affects involvement and progress in the general education curriculum. Furthermore, with passage of Chapter 14, other specific questions need to be answered specific to the disability category of a learner.

IEP: Section III - Transition Services

The third section of the IEP lists the learner's postsecondary goals (these are goals for life after high school) and the transition services that the school will give the learner to help reach those goals. The point of "transition planning" is to build a bridge between school programs and the opportunities of adult life, including higher education, employment, independent living and community participation, and to make sure the learner is being prepared for life beyond high school. This section must be filled out for all learners who are age 14 or older during the school year that the IEP will cover. The school and parent can agree to fill this section out earlier if that is appropriate for the learner. Questions to ask include:

What academic and other skills will the learner need for adult living?

Are the needed skills being taught?

What does the IEP Team think should be the learner's measurable postsecondary goals related to training, education, employment, and, where appropriate, independent living skills?

Are these goals based on age-appropriate transition assessments and the learner's own preferences? If not, why not?

What transition services (including courses of study) are needed to help the learner achieve the transition goals?

IEP: Section IV - Participation in State and Local Assessments

In the fourth section of the IEP, the IEP Team decides whether the learner can participate in statewide (the Pennsylvania System of School Assessment or PSSA) and districtwide (local) achievement testing and whether the learner needs testing accommodations. A list

of allowable accommodations can be found on PDE's website at <https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/TestingInformation.aspx>

If the Team decides that the learner has such significant cognitive abilities that taking the PSSA would not be appropriate, the learner will take the Pennsylvania Alternative System of Assessment or PASA test. The Team's decision to have a learner take the PASA instead of the PSSA must be explained in the IEP. Please refer to the PASA website for detailed information: www.education.pa.gov [Specific criteria for determining "who is the PASA for?" can be found here https://www.education.pa.gov/K-12/Special%20Education/Assessments/Pages/Pennsylvania-Alternate-System-of-Assessment-\(PASA\).aspx](https://www.education.pa.gov/K-12/Special%20Education/Assessments/Pages/Pennsylvania-Alternate-System-of-Assessment-(PASA).aspx)

NOTE: The decisions to assign a learner to PASA must be made in collaboration with a special education administrator. If the team believes this could be an issue for a given learner, it should discuss this prior to the IEP meeting. If it comes up during the IEP meeting, the team needs to defer that decision until the team has reviewed it with your school's special education administrators. When it is decided that a learner qualifies for PASA, the team is required to do short-term objectives for each IEP goal, it is therefore important to be prepared to write these objectives if there is any question that the learner qualifies for the PASA.

In order to help school districts, charter schools and cyber charter schools prepare their learners for statewide assessments, the Pennsylvania Department of Education has developed "alternate eligible content." Alternate eligible content tell schools which parts of the state standards are most important for learners to learn. The assessment anchors are also helpful because they explain what learners are expected to learn in simpler terms than the state "standards" and include helpful examples on what to teach the learners and how. For more information on assessment anchors and to get a [copy of the Department's alternate eligible content](#) or [Alternative Eligible Content](#)

IEP: Section V - Goals & Objectives

The fifth section of the IEP lists the measurable annual goals. Measurable annual goals are at the core of a learner's individualized education program. Measurable annual goals must provide a clear description of the skills the learner needs in order to access, participate, and make progress in the general educational curriculum. The goals must relate directly to the areas of need identified in the Present Levels of Academic Achievement and Functional Performance section of the IEP.

Areas of need are determined by analyzing multiple sources of information, including evaluations, classroom-based assessments, learner observations, and input from parents. A well-written measurable annual goal contains four parts: condition, learner name, clearly defined behavior, and performance criteria.

Condition – The condition describes the situation in which the learner will perform the behavior. Examples: Given visual cues, during independent practice in math, using a self-monitoring checklist, using passages from content area classes, given a writing prompt, etc.

Learner's Name – Include learner's first name in the goal. Example: Tyler

Clearly Defined Behavior – This portion of a well-written goal specifically describes the target behavior in measurable and observable terms, using action verbs to state what the learner will do. Use of vague terms (such as understand, recognize, discover) that cannot be observed directly or counted should not be used. Examples: locate, name, rank, select, point to, solve, analyze, create, etc.

Performance Criteria – There are three distinct components that must be included in the performance criteria of each annual goal:

Criterion level: Indicates the performance level the learner must demonstrate.

Number: Indicate the number of times behavior must be performed at criterion level to reach mastery.

Evaluation Schedule/Method: Indicate how frequently the learner will be assessed and the method of assessment.

Examples of Effective Measurable Annual Goals

- Given a three-minute writing prompt and use of a computer with word prediction software, Emily will create a paragraph addressing the topic of the prompt, containing at least three complete sentences, with no more than two grammatical errors, on four out of five consecutive weekly probes.
- Given a choice of three known items at various intervals during the day, Nasir will indicate his preference by signing, then taking the preferred item, with one or fewer prompts, on four out of five opportunities on three out of four consecutive days.
- Using a visual schedule, Ben will shift from one school task or activity to the next throughout the school day, independently without verbal outbursts, 80 percent of opportunities, daily for two consecutive weeks.

These are NOT measurable goals:

- Bobby will improve his reading this year.
- Jane will not act out in class.

The learner's goals should be designed in a way so the learner's needs can be met allowing one to make progress and be involved in the general education curriculum. The "general education curriculum" means the curriculum that your school follows for all learners at a learner's grade level. A good overview of goals can be accessed through the SAS (State

Aligned System) system. More information on SAS can be found at www.pdesas.org. Learners with disabilities should be taught what all other learners at their grade level are taught unless there is a good, disability-based reason why they should be taught at a different level. The school cannot refuse to include the learner in the general curriculum solely because the general education curriculum would need to be modified for the learner.

Short-Term Objectives

As previously mentioned, for learners who take the PASA or another alternative assessment test, the law requires the IEP includes short-term objectives in addition to annual goals. The short-term objectives break down the yearly goals into small bites about what the learner is expected to learn during the school year to achieve the annual goals. Short-term learning outcomes are also required for learners who are gifted. Short-term objectives are not required for other learners, but the IEP team can choose to include them.

Example: Given visual and physical prompts when asked to copy simple lines and shapes, Emma will stay within one-inch accuracy five out of five times within one week for three consecutive weeks.

How and When Progress Will Be Reported

The IEP team must decide *how* the annual goals will be measured. Goals can be measured through formal or informal assessment tools such as checklists, math or reading probes, rubrics, etc. The IEP team must then decide *when* the progress on those annual goals will be reported to parents. This reporting must be done at least concurrent with the issuance of report cards through quarterly and other periodic reports, such as addenda to report cards, special progress reporting instruments, duplicated copies of the goals and objectives page of the IEP, documented phone conferences with parents, or other means decided by the IEP team.

IEP: Section VI - Special Education, Related Services, Supplementary Aids & Services, Program Modifications

The sixth section of the IEP lists the modifications and supports the learner needs to receive an appropriate education. This is one of the most important parts of the IEP because it must indicate exactly what school personnel will do to help the individual learner learn. The IEP Team should ask: What specialized instruction, methods, and strategies will be used by the school this year to help the learner advance toward reaching his/her IEP goals, be involved and make progress in general education curriculum, and

participate in extracurricular and nonacademic activities? This section should state what specially designed instruction (SDI), supports, and services the school will provide to the learner.

In general, the schools have the right to pick the instructional approach and method that will be used to teach learners. But, special education law requires that special education, related services, and supplementary aids and services (supports the learner needs to be successful in a regular or special education classroom) included in the IEP be “based on peer-reviewed research to the extent practicable.” This means that if there are strategies that research studies show are successful in helping learners with similar learning needs learn successfully, those strategies must be included in the learner’s IEP – instead of approaches that do not have a proven track record of success. For more information on research-based practices and effective instruction, visit the Pennsylvania Training and Technical Assistance Network’s website at www.pattan.net.

It is important that the IEP team develop specially designed instruction from the assessment information for a particular learner in consideration of the learner’s specific needs and the PA academic standards. IEP teams should be careful to not offer too few or too many modifications or accommodations as either extreme can have a negative impact on the learner’s education.

[See section on Adaptations and section on Supplementary Aids & Services]

Related Services: Section six of the IEP also lists the related services the learner will receive. Related services are support services that will help the learner benefit from his/her special education program. Examples of related services a learner can receive include therapies (speech, physical, occupational, or psychological therapy), interpreting services for learners who are deaf, parent training and counseling, and school health services (such as school nurse services).

The IEP must tell you how often these services will be provided and how long each session will last. (For instance, instead of just stating “speech therapy,” an IEP should state: “Johnny will receive two 30-minute sessions of individual speech therapy per week.”) These services are determined by the IEP Team. The related service provider should participate in the IEP Team meeting. PDE’s annotated IEP also lists examples of related services. Changes to related services should not be made without documented input by service provider or representative or service provider.

Case managers and LEAs should not make such changes unilaterally and when changes are made, such changes must be documented by NOREP.

Supports for School Personnel: The sixth section of the IEP also tells what help the school will give to the staff who will be teaching the learner. Staff may need support

include administrators, regular education teachers, special education teachers, related service providers, bus drivers, and paraprofessionals (such as aides). Questions the IEP Team should ask include: Does the staff require special training to work with the learner? Is a special education teacher needed to help the regular education teacher modify the curriculum or to provide extra support to the learner in the regular education classroom?

Extended School Year: Section six of the IEP also addresses whether the learner is eligible for extended school year services. All learners with a disability must be considered for ESY as part of their annual IEP meeting. [See ESY Section for Detailed information]

IEP: Section VII - Educational Placement

The final two sections of the IEP (Sections 7 and 8) explain where the learner will receive services. It is the responsibility of each public agency to ensure that to the maximum extent appropriate learner with disabilities, including those in public or private institutions or other care facilities are educated with learners who are not disabled. Special classes, separate schooling or other removal of learners with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

The IEP must tell you if the learner will be included in regular education classes and activities and, if so, for how much of the school day. At CCA, the educational program for ALL learners is presented in an asynchronous manner. All learners are given the opportunity to select the level of support they need to be successful in their educational program and courses. Each course will offer guided/live instruction at a specified time. The learner is not required to attend any guided/live session unless they determine it is helpful for the progress in the general education curriculum. In order to provide related services to learners who qualify, the IEP team will discuss the delivery methods and times for each learner as to not interfere with any learner's decision to attend a guided/live session with a teacher. Parents may choose what works best for their learner's needs. If the IEP team determines related services will be provided outside of what is deemed a "normal school day", the IEP will reflect the choice of the parent to receive related services for their learner when it best fits the learners need. Should scheduling conflicts arise during the school year, the parent will work with the special education teacher to resolve any issues and revise the IEP if needed.

The IEP Team must begin by deciding if the learner can make progress in a regular class with supplementary aids and services. The Team must then decide what amount and type of special education support the learner needs. The "amount" of special education support tells the team the total amount of time in a typical school day that the learner receives special education supports from special education professional staff.

The following terms are used to communicate the amount of special education support:

- Itinerant support: special education support provided for 20% or less each day
- Supplemental support: special education supports provided for more than 20% of the day but less than 80% of the day)
- Full-time support: support provided for 80% or more of the day

The “type” of support listed in the IEP tells the learner’s most important learning needs – to learn academic skills (learning support), to control behaviors (emotional support), to acquire basic living skills (life skills), etc.

The “location” of the program is also found in this section of the IEP. If the learner will not be in the home school, the IEP must explain why the learner’s needs cannot be met in that school. Remember that preapproval from the Vice Provost of Special Education **MUST** be obtained prior to placing the learner outside of their neighborhood school.

IEP: Section VIII - PennData Reporting

PennData Reporting: Section 8, the final section of the IEP, contains information that the state uses to track whether school districts are placing learners with disabilities in programs with learners who are not disabled, as opposed to separate special education programs. The IEP Team must determine how much time a learner with a disability is being educated in a regular education classroom. For the purposes of PennData calculations for CCA learners, the number of instructional hours will be used.

- 5 hours per day for learners in grades K-6
- 5.5 hours per day for learners in grades 7-12

Learners receiving supplemental support, CCA calculates a value of .75 hours or 45 minutes per class.

Related services delivery will be discussed and decided with parents as an IEP team decision. Due to the flexibility of CCA’s programming, most parents choose to have their learner receive related services when it works best for the learner’s schedule. If the parent chooses for their learner to miss a guided or live instruction opportunity to receive their related service, the Penn Data calculations will reflect the time.

Key Information about IEPs:

- An IEP must be in place for each learner receiving special education services at the beginning of each school year. If a learner has just been evaluated for the first time, an IEP Team meeting must be held within 30 calendar days of the date listed on the Evaluation Report. The law requires the school to give the parent 10 calendar days to review the Evaluation Report before this first

IEP meeting, but parents can choose to waive (give up) this right in writing and to have the meeting sooner. This should be a rare occurrence rather than practice.

- After the IEP has been finalized, the school must give the parents a free copy of the IEP along with a form called a *Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)*. The NOREP/PWN form asks the parents to say (in writing) whether they approve the IEP. If the IEP Team has just written the learner's first IEP, special education services cannot start unless the parent approves the IEP in writing on the NOREP/PWN. For later IEPs, the new IEP can start if the parent returns a signed NOREP/PWN that has the "I approve" box checked or if the parent does not return the NOREP at all within 10 calendar days.
- When the IEP is approved, the school must explain to its staff their responsibilities and the specific supports, modifications, and accommodations that they must give the learner under the IEP. The IEP document itself must also be available for the staff to review.
- Staff includes: the learner's regular and special education teachers, his/her related services providers, and any other person who is responsible for following the IEP. Don't assume that all the people who are working with the learner have access to the most recent copy of the learner's IEP. The IEP case manager needs to check with all educators, therapists, and anyone else who may have a role to play, to make sure that they have a copy of the learner's most recent IEP.
- A learner in any public school must be given the services in his/her IEP (at the location listed on the IEP) no later than 10 school days after the IEP is completed.
- The IEP team must meet at least once every year to review and revise the IEP based on: the learner's progress on his/her annual goals, the learner's progress in the general education curriculum, any reevaluations that have been done, and parent or teacher concerns.
- If the parent agrees, the IEP can also be amended (changed) between the yearly meetings without holding an IEP Team meeting. The IEP amendment must be in writing. The school must tell all of the IEP Team members about the change.
- While the school must make sure the IEP Team meets every year, parents or school staff have the right to ask for more frequent IEP Team meetings. The law does not limit the number of IEP meetings the parents can request.

CCA utilizes IEP writer for IEP and 504 document creation and learner file storage. Please use the links below for additional support on how to use IEP Writer

**Special Education Meeting Agenda
September 1, 2023**

Serving Learners with Unique Needs

- Learners with Autism
- Learners with Emotional Disturbance
- Learners with Multiple Disabilities
- Learners with Intellectual Disabilities
- Learners who are English Language Learners

Name (Original Name)			
Lisa Ann Tufaro	Maddy Hensch	Erica DeFloria	Bridget Rishcoff
Jessica Barrick	Lisa Mesher	Dana Daube	Laurie Stotz
Madison Small	Dana Barry	Lindsey Stevenson	Jennifer Voorhees
Tammy Chrin	Caitlin Hellen	Julie Duffy	Mariah Banks
Rebecca Orsinger	Jason Friedman	Kelly Metro	Kim Hunter
Michelle Orcutt	Jamie Witt	Christica Boyer	Mackenzie Demme
Phillip Fassl	Karen Osborne	Julia Basel	Nicole Bower
Lisa Style	Jaclyn Pavese	Jason Hazel	Marisa Ritchie
Casie Young	Janeace Libby	Jenna Bayne	Jamie Nguyen
Mitchell Dameshek	Danielle DeGulis	Monique Uttecht	Julianne Petrunak
Lonnie Fletcher	Melissa O'Brien	Mrs. Lauren Rullo	Molly Flynn
Mrs. Markowski	Jessica Bachman	Christina Ketterman	Amy Mazutis
Kayla Pollacci	Lauren Radico	Samantha Kiebach	wkemble
Jill Gleason	Christine Summerson	Dotti Wood	Lindsay Mistretta
Carla Swartz	Jared Gliem	Tavia Shaker	Kristy Swanger
Cristin Coates	Brieana Gladfelter	Shea Hodder	Elizabeth Gross
Katherine Beatty	Katie Shank	Jessica Wertz	Christine Bozart
Brea Houston	Mark Vital	Stanley Manifold	Alexis Honeygosky
Priscilla Altorfer	Michelle Timko	Mark Fortelka	Tara Toth
Julie Cordier	Sheri Groff	Mrs. Leddy	Shawna Kopa
Rebecca Evans	Tiffany Richards	Amanda Beck	Noelle DiFiore
Jessica Putnam	Amy Stauffer	Abigail Welsford Youngblood	Sarah Atiyeh
Laura Koehle	Tori Bissinger	Erica Burger	Christina Traub
John Mooney	Heather Wood	Rachel Lucas	Deborah Petersen
Emily Pollits	Tiffany Bonnell	Lisa Androski	Jennifer Tyler
Tessa Zimmerman	Brooke Pawlowski	Brynn Johnson	Cassie Colosimo
Emily Harden	Rebecca (Becky) Freda	Alyssa Kiehl	David Borosky
Jenn Adams	Cindy Crone	Call-Out User_1	Erica Latess
Shannon Plyler	Jessica Krevinas	Witney Downey	Lisa Eastwood
Annamarie Wyland	Kristin Torrance	Ms. Susan Shaffer	Emily Mash
Julianna Borosky	Lauren Balogh	Mattea Trevino	Melinda Bundonis
Katherine Valentine	Crystal Very	Emily Ametrano	Michele Costello
Brittany Giamber	Kelly Salmon	Brittany Cole	Chrystal Bixler
Lili Crum	Amanda Bauer	Jillian Tony	Kimberly Campbell
Amy Wetzel	Jillian Scally	Justine Cracolici	Teresa Farrell-Mummert
Marta Ferek (Mrs. F)	Jessica Sharpe	Molly O'Neil	Christine Hosler-Patton
Cheryl Delfino	Helena Schneider-Sable	Chapree Pagliari	Marissa Sunick
Caterina Potts	Suzanne Bachrach	Renee Thornton	Gabriele Chylak
Brittany Austin	Primo Sagliocco	Jessica Newcomer	Brooke Crytzer
Lisa Crowe	Robert Drevenak Jr.	Mrs. Lauren James	Amanda Calaman
Wendy Lucas	Ashley Blauch	Hannah Snyder	Chelsea Weaver
Carol Paskovitch	Jessica Korba	Ashlyn Pavlik	Stephanie Sheridan
Genevieve Berdomas	Erica Cook	Kimberly Kohler	Megan Cribari
Jennifer Flatley	Alona Cortes	Peggy Spangler	Lindsay Kleman
Estella Greco	Valerie Mendicino	Frank Spager	Shelby Solomon
Heidi Reid	Raechel Poydence	Amanda Dructor	Amanda Roy
Heather Holt	Kimberly Eisenman	Renee Aubele	Shari Musto
Rita Romero	Aundrea Coleman	Erica Stetar	Tiffany Krupa
Emily Penrod	Amanda Voit	Kathleen Augustin	Shannon Maguire
Amanda Deng	Miyah Hayes	Melissa White	Brittany Hollister
Samantha Archinal	Michelle Bosco	Adrienne Harr	Angela Geyer

Suzanne Marcus	Christine Ramp-Oliver		
Adam Valenti	Jonathan Willig		
Sarah Neidig	Krista Torpey		
Jennifer Dalton	Danielle Good		
Colleen Kastroll	Melissa Presutti		
Devany Laratonda (Ms. L)	Jacqueline Bixler		
Kelley Clark	Heather Price		
Samuel France	Bradley Lentz		
Jahneva Bame	Jennifer Bytheway		
Ms. Kristin Hoffman	Jason Haskins		
Nicole Pero	Gina Meglio		
Melissa Leistner	Ashleigh Lichtenwalner		
Lindsay Phillips	Brittany Haywood		
Julie Walter	Nicole Nestico		
Kaleena Berchtold	Brianna Thomas		
Jennifer Culp	Brittany Matechak		
Amber Dawn Hohman	Nicole Bell		
Colleen Hoffman	Erin Pierce		
Nick Mulholland	Ashley Moser		
Margaret Myers	Kristen Mullins		
Ruth Craigle	Kari Wolfe		
Lauren Ford	Scott Smith		
Morgan Pugh	Dana Wenger		
Maria Laurenzi	Michael Cole		
Mara Visaya-Loub	Alexandra Coyle		
Todd Zinn	Mrs. Wertz		
Katie Orzel	Tabitha Knause		
Michael Perkins	Lauren Gray		
Amy Buck	Valerie Ackerman		
Holli Musgrove	Megan Gall		
Kenesta Mack	Mandy Gibson		
Jenna Baumgartle	Megan Brainard		
June Grasso	Joy Gintz		
Kelly Bahorich	Melissa Nadzan		
Samantha Colaizzi	Yvonne Apronti		
Kelsey Floyd	Lauren Young		
Mr. Adams	Jill Hlavaty		
Matthew Nordenhold			

Special Education Meeting Agenda
August 31, 2023

Supports for Learners

- Related Services
- Behavioral Supports
- FBAs/PBSPs
- Social Skills Instruction
- Assistive Technology

Name (Original Name)			
Tammy Chrin	Lindsey Stevenson	Timmy Mattos	Jillian Tony
Christica Boyer	Melinda Bundonis	Krista Kioalicas	Justine Cracolici
Hannah Snyder	Nicole Bell	Megan Young	Jacqueline Bixler
Carla Swartz	Wendy Lucas	Amanda Bauer	Tabitha Knause
Mrs. Markowski	Cindy Crone	Julie Walter	Amber Kepler
Carol Paskovitch	Jamie Witt	Brandi Ruvo	Emily Mash
Tessa Zimmerman	Jennifer Voorhees	Renee Brandel	Amanda Roy
Morgan Pugh	Jessica Krevinas	Kristina Stahl	Mr. Adams
Kyle Paul	Kimberly Kohler	Laura Koehle	Sara Pressley
Jessica Korba	Julianna Borosky	Abigail Welsford Youngblood	LeeAnn McCullough
Kelly Metro	Suzanne Marcus	Jenna Bayne	Nicole Nestico
Caterina Potts	Kaitlyn Simyan	Alyssa Rutkowski	Megan Gall
Danielle DeGulis	Laurie Stotz	Melissa O'Brien	Chelsea Weaver
Robin McKenna	Kelly Salmon	Grace Gustafson	Cheryl Delfino
Caitlin Hellen	Jared Gliem	Lauren Balogh	Michelle Bosco
Dotti Wood	Ashley Moser	Dana Daube	Nicole Pero
Amy Wetzel	Lindsay Kleman	Julia Wiseman	Alyssa Kiehl
Brittany Giamber	Linda Meadows	Richard Tyler	Margaret Myers
Marta Ferek (Mrs. F)	Mrs. Lauren Rullo	Brittany Haywood	Joy Gintz
Lisa Eastwood	Lisa Ann Tufaro	Brooke Crytzer	Karen Osborne
Michelle Timko	Michele Costello	Samantha Coccetti	Jason Friedman
Annamarie Wyland	Valerie Mendicino	Kristin Torrance	Jillian Scally
Julie Cordier	Amanda Voit	Brianna Thomas	Brittany Cole
Brieana Gladfelter	Katie Shank	Erin Gerst	David Musser
Monique Uttecht	Danielle Kessell	Terrae Fried	Stephanie Holsopple
Yvonne Apronti	Jennifer Bytheway	Jessica Sharpe	Joanna Zack
Jill Gleason	Renee Aubele	Dana Barry	Shea Hodder
Ms. Susan Shaffer	Colleen Kastroll	Lauren Gray	Mitchell Dameshek
Nora Palmer	Amanda Calaman	Shannon Maguire	Erin Pierce
Mara Visaya-Loub	Lisa Mesher	Brittany Austin	Kellyann Hennessey-Caffrey
Estella Greco	Erica Latess	Alona Cortes	Melissa Cass
Jessica Barrick	Gabriele Chylak	Lindsey Zuvich	Brittany Matechak
Cristin Coates	Lonnie Fletcher	Scott Dadowski	Tiffany Bonnell
Molly O'Neil	Tracy Miller	Isabel Radel	Christina Traub
Natalie Guerriero	Primo Sagliocco	Nicole McMahon	Jess Barosi
Jessica Putnam	Erica Stetar	Danielle Good	Anika Chidester
Kimberly Campbell	Elizabeth Gross	Marianne Davis	Christina Ketterman
Sarah Atiyeh	Stephanie Sheridan	Marisely Torres	Nicole Bower
Aundrea Coleman	Jennifer Tyler	Shelby Duke-Olesky	Carla Pakstis
Julia Basel	Ruth Craigle	Samuel France	Casie Young
Brea Houston	Laura Reahm	Call-Out User_1	Madison Small
Peggy Spangler	Phillip Fassl	Erica Cook	Giovana Augustine
Amy Stauffer	Rebecca Evans	iPhone 2.0	Tiffany Krupa
Emily Pollits	Marissa Sunick	Ms. Kristin Hoffman	Lauren Ford
Brittany Dzuka	Shawna Kopa	Jessica Newcomer	Amanda Burmeister
Katherine Valentine	Miyah Hayes	Tiffany Richards	wkemble
Matia Rosentel	Heather Holt	Courtney Petrilak	Kimberly Marchesini
Katherine Beatty	Maddy Hensch	Morgan Higgins	Joseph Butler
Christine Ramp-Oliver	Christine Bozart	Rebecca Orsinger	Katie Augustin
Emily Ametrano	Helena Schneider-Sable	Janeace Libby	Jill Hlavaty

Leora Noss	Amanda Beck	Jana Hayes	Kaitlyn Fenton
Kristin Musher	Sheri Groff	Christa Oister	Jenn Adams
Jessica Gerber	Alexandra Coyle	Priscilla Altorfer	Kristin Perez
Angela Geyer	Deb Moore	Molly Flynn	Suzanne Bachrach
Alicia Murlatt	Teresa Farrell-Mummert	Jahneva Bame	Mattea Trevino
Heidi Reid	Genevieve Berdomas	Scott Smith	Alexis Honeygosky
David Borosky	Kelsey Floyd	Mark Vital	Mariah Banks
Rachel Lucas	Julianne Petrunak	Mandy Gibson	Shannon Plyler
Jaclyn Pavese	Tara Toth	Marisa Ritchie	Kristen Mullins
Robert Drevenak Jr.	Carol Steward	Lauren Stroup	Kristy Swanger
Jill McKeon	Tavia Shaker	Ashley Kendra	Christine Hosler-Patton
Holli Musgrove	Jamie Nguyen	Rebecca (Becky) Freda	Rita Romero
Brittany Hollister	Christine Summerson	Luke Showers	Ashley Blauch
Ashlyn Pavlik	Julie Duffy	Melissa Leistner	Kari Wolfe
Katie Orzel	June Grasso	Robyn McMynne	Vera Murphy
Kelly Bahorich	Bradley Lentz	Nick Mulholland	Krista Torpey
Tracie Rhoades	Kaleena Berchtold	Shelby Solomon	Lisa Androski
Tricia Wertz	Dana Wenger	Ashleigh Lichtenwalner	Rosemarie Laudato
Trinna Delia	Jason Hazel	Shane Smith	Frank Spager
Megan Brainard	Cassie Colosimo	Lindsay Phillips	Raechel Poydence
Melissa Presutti	Kenesta Mack	Klayton Adams (Mr. Adams)	Alessandra Striefsky
Tracey Scialpi	Jessica Kozemko	Matthew Nordenhold	Kristin "Jenny" Darling
Jessica Bachman	Michael Perkins	Todd Zinn	Tori Bissinger
Erica Burger	Devany Laratonda (Ms. L)	Amanda Dructor	Mrs. Elizabeth Leddy (Mrs. Leddy)
Shari Musto	Kelley Clark	Jennifer Culp	Eliana Estremera
Jessica Wertz	Melissa White	Emily Harden	Adam Valenti
Mark Fortelka	Amy Buck	Colleen Pauley	Emily Penrod
Witney Downey	Lauren Wagner	Mrs. Leddy	Kristin Green
Valerie Ackerman	Jennifer Dalton	Heather Price	Jessica Tunis
Colleen Hoffman	Lynnea Burr	Leanne Broadbent	MadSmall's iPhone 12 Pro Max
Chrystal Bixler	Megan Cribari	Courtney Blaney	
Angela Krebs	Gina Meglio	John Mooney	
Samantha Archinal	Maria Laurenzi	Crystal Very	
Amanda Deng	Lindsay Mistretta	Samantha Kiebach	
Elizabeth Henry	Sarah Neidig	Kim Hunter	
Lauren Radico	Cheryl Banull	Melinda Walter	
Bridget Rishcoff	Caroline Topper	Jackie Rabender	
Noelle DiFiore	Kami Kaczanowicz	Hayley Wang	
Amy Mazutis	Tricia Hammill	Kayla Pollacci	
Lisa Style	Lauren Young	Courtney Egal	
Mackenzie Demme	Heather Wood	Kimberly Eisenman	
Amber Dawn Hohman	Mrs. Wertz	Nicole Furey	
Lisa Crowe	Erica DeFloria	waynette kemble	
Paige Trutt	Heather Solt	Jonathan Willig	
Lili Crum	Adrienne Harr	Kristene Thomas-Derr	
Stanley Manifold	Brooke Pawlowski	Courtney Knoch	
Samantha Colaizzi	Jennifer Flatley	James DeSantis	
Renee Thornton	Gabrielle Clark	Julie Waldman	
Brynn Johnson	Ashley Helman	Michael Cole	
John David Hash	Kolby Stellar	Danielle Rozelle	
Jason Haskins	Jenna Baumgartle	Deborah Petersen	

The Role of Success Coaches Agenda

1. Meet the Supervisor of Learner Supports
2. What is a Success Coach?
3. Success Coach Structure
4. Success Coach Activities
5. Levels of Success Coach Support
6. Introducing our new Bookings Process
7. How a Success Coach is added to the IEP
8. Questions

Name (Original Name)			
Lisa Ann Tufaro	Maddy Hensch	Erica DeFloria	Heather Holt
Jessica Barrick	Lisa Mesher	Dana Daube	Bridget Rishcoff
Madison Small	Dana Barry	Lindsey Stevenson	Laurie Stotz
Tammy Chrin	Caitlin Hellen	Julie Duffy	Jennifer Voorhees
Rebecca Orsinger	Jason Friedman	Kelly Metro	Mariah Banks
Michelle Orcutt	Jamie Witt	Christica Boyer	Kim Hunter
Phillip Fassl	Karen Osborne	Julia Basel	Mackenzie Demme
Lisa Style	Jaclyn Pavese	Jason Hazel	Nicole Bower
Casie Young	Janeace Libby	Jenna Bayne	Marisa Ritchie
Mitchell Dameshek	Danielle DeGulis	Monique Uttecht	Jamie Nguyen
Lonnie Fletcher	Melissa O'Brien	Mrs. Lauren Rullo	Julianne Petrunak
Mrs. Markowski	Jessica Bachman	Christina Ketterman	Molly Flynn
Kayla Pollacci	Lauren Radico	Samantha Kiebach	Amy Mazutis
Jill Gleason	Christine Summerson	Dotti Wood	wkemble
Carla Swartz	Jared Gliem	Tavia Shaker	Lindsay Mistretta
Cristin Coates	Brieana Gladfelter	Shea Hodder	Kristy Swanger
Katherine Beatty	Katie Shank	Jessica Wertz	Elizabeth Gross
Brea Houston	Mark Vital	Stanley Manifold	Christine Bozart
Priscilla Altorfer	Michelle Timko	Mark Fortelka	Alexis Honeygosky
Julie Cordier	Sheri Groff	Mrs. Leddy	Tara Toth
Rebecca Evans	Tiffany Richards	Amanda Beck	Shawna Kopa
Jessica Putnam	Amy Stauffer	Abigail Welsford Youngblood	Noelle DiFiore
Laura Koehle	Tori Bissinger	Erica Burger	Sarah Atiyeh
John Mooney	Heather Wood	Rachel Lucas	Christina Traub
Emily Pollits	Tiffany Bonnell	Lisa Androski	Deborah Petersen
Tessa Zimmerman	Brooke Pawlowski	Brynn Johnson	Jennifer Tyler
Emily Harden	Rebecca (Becky) Freda	Alyssa Kiehl	Cassie Colosimo
Jenn Adams	Cindy Crone	Call-Out User_1	David Borosky
Shannon Plyler	Jessica Krevinas	Witney Downey	Erica Latess
Annamarie Wyland	Kristin Torrance	Ms. Susan Shaffer	Lisa Eastwood
Julianna Borosky	Lauren Balogh	Mattea Trevino	Emily Mash
Katherine Valentine	Crystal Very	Emily Ametrano	Melinda Bundonis
Brittany Giamber	Kelly Salmon	Brittany Cole	Michele Costello
Lili Crum	Amanda Bauer	Jillian Tony	Chrystal Bixler
Amy Wetzel	Jillian Scally	Justine Cracolici	Kimberly Campbell
Marta Ferek (Mrs. F)	Jessica Sharpe	Molly O'Neil	Teresa Farrell-Mummert
Cheryl Delfino	Helena Schneider-Sable	Chapree Pagliari	Christine Hosler-Patton
Caterina Potts	Suzanne Bachrach	Renee Thornton	Marissa Sunick
Brittany Austin	Primo Sagliocco	Jessica Newcomer	Gabriele Chylak
Lisa Crowe	Robert Drevenak Jr.	Mrs. Lauren James	Brooke Crytzer
Wendy Lucas	Ashley Blanch	Hannah Snyder	Amanda Calaman
Carol Paskovitch	Jessica Korba	Ashlyn Pavlik	Chelsea Weaver
Genevieve Berdomas	Erica Cook	Kimberly Kohler	Stephanie Sheridan
Jennifer Flatley	Alona Cortes	Peggy Spangler	Megan Cribari
Estella Greco	Valerie Mendicino	Frank Spager	Lindsay Kleman
Heidi Reid	Raechel Poydence	Amanda Dructor	Shelby Solomon
Emily Penrod	Kathleen Augustin	Kelley Clark	Amanda Roy
Amanda Deng	Melissa White	Samuel France	Rita Romero
Samantha Archinal	Adrienne Harr	Jahneva Bame	Jennifer Dalton
Shari Musto	Adam Valenti	Ms. Kristin Hoffman	Colleen Kastroll
Erica Stetar	Sarah Neidig	Nicole Pero	Devany Laratonda (Ms. L)

Melissa Leistner	Erin Pierce	Jill McKeon	Brandi Ruvo
Lindsay Phillips	Ashley Moser	Melissa Cass	Danielle Kessell
Julie Walter	Kristen Mullins	Jess Barosi	Isabel Radel
Kaleena Berchtold	Kari Wolfe	Richard Tyler	John David Hash
Jennifer Culp	Scott Smith	Kaitlyn Fenton	Carol Steward
Amber Dawn Hohman	Dana Wenger	David Musser	Robin McKenna
Colleen Hoffman	Michael Cole	Laura Reahm	Joseph Butler
Nick Mulholland	Alexandra Coyle	Lindsey Zuvich	Courtney Petrilak
Margaret Myers	Mrs. Wertz	Alicia Murlatt	Rosemarie Laudato
Ruth Craigle	Tabitha Knause	Alyssa Rutkowski	Shane Smith
Lauren Ford	Lauren Gray	Renee Brandel	Jessica Kozemko
Morgan Pugh	Valerie Ackerman	Alessandra Striefsky	Kristene Thomas-Derr
Maria Laurenzi	Megan Gall	James DeSantis	
Mara Visaya-Loub	Mandy Gibson	Natalie Guerriero	
Todd Zinn	Megan Brainard	Mari Torres	
Katie Orzel	Joy Gintz	Amber Pressley	
Michael Perkins	Melissa Nadzan	Leanne Broadbent	
Amy Buck	Yvonne Apronti	Danielle Rozelle	
Holli Musgrove	Lauren Young	Julia Wiseman	
Kenesta Mack	Jill Hlavaty	Kaitlyn Simyan	
Jenna Baumgartle	Suzanne Marcus	Anika Chidester	
June Grasso	Renee Aubele	Vera Murphy	
Kelly Bahorich	Kimberly Eisenman	Kristin Perez	
Samantha Colaizzi	Cheryl Banull	Melinda Walter	
Kelsey Floyd	Kami Kaczanowicz	Tracy Miller	
Mr. Adams	Brittany Dzuka	Ashley Kendra	
Matthew Nordenhold	Carla Pakstis	LeeAnn McCullough	
Aundrea Coleman	Angela Krebs	Gabrielle Clark	
Amanda Voit	Lauren Stroup	Samantha Coccetti	
Miyah Hayes	Kristin "Jenny" Darling	Luke Showers	
Michelle Bosco	Courtney Blaney	Courtney Knoch	
Christine Ramp-Oliver	Robyn McMynne	Tracey Scialpi	
Tiffany Krupa	myoung	Jessica Tunis	
Shannon Maguire	Kristin Musher	Kristina Stahl	
Brittany Hollister	Lynnea Burr	Trinna Delia	
Angela Geyer	Courtney Egal	Julie Waldman	
Jonathan Willig	Kolby Stellar	Shelby Duke-Olesky	
Krista Torpey	Stephanie Holsopple	Kyle Chuff	
Danielle Good	Jessica Gerber	Caroline Topper	
Melissa Presutti	Sara Pressley	Linda Meadows	
Jacqueline Bixler	Colleen Pauley	Erin Gerst	
Heather Price	Krista Kioalicas	Grace Gustafson	
Bradley Lentz	Deb Moore	Marianne Davis	
Jennifer Bytheway	Lauren Wagner	Jackie Rabender	
Jason Haskins	Leora Noss	Nicole McMahon	
Gina Meglio	Amanda Burmeister	Kayla Miller	
Ashleigh Lichtenwalner	Tracie Rhoades	Kellyann Hennessey-Caffrey	
Brittany Haywood	Tricia Wertz	Nicole Furey	
Nicole Nestico	Tricia Hammill	Morgan Higgins	
Brianna Thomas	Amber Kepler	Kyle Paul	
Brittany Matechak	Ashley Helman	Terrae Fried	
Nicole Bell	Paige Trutt	Timmy Mattos	

Special Education Meeting Agenda
August 30, 2023

Preparing Learners for Post Secondary

- Transition Plans
- Service vs Activity
- Alignment to Act 158
- OVR Involvement

Name (Original Name)			
Jennifer Dalton	amazutis	Natalie Guerriero	Aundrea Coleman
Kimberly Eisenman	Molly O'Neil	Maria Laurenzi	Jenna Bayne
Chelsea Weaver	Brittany Dzuka	Deborah Petersen	Scott Smith
Jessica Wertz	Kristy Swanger	Tiffany Richards	Shane Smith
Tammy Chrin	Helena Schneider-Sable	Jennifer Culp	Kaitlyn Fenton
Tracie Rhoades	Julie Cordier	Tori Bissinger	Mrs. Lauren Rullo
Hayley Wang	Robin McKenna	Jared Gliem	Amy Stauffer
Kelly Metro	Kaitlyn Simyan	Mark Vital	Janeace Libby
Danielle DeGulis	Laurie Stotz	Lauren Young	Timmy Mattos
Waynette Kemble	Annamarie Wyland	Melinda Bundonis	Isabel Radel
Lisa Eastwood	Jennifer Tyler	Christine Summerson	Peggy Spangler
Primo Sagliocco	Rebecca Orsinger	Ruth Craigle	Emily Mash
Mrs. M	Matia Rosentel	Melissa Leistner	Lori Wertz
Carla Swartz	Yvonne Apronti	Jennifer Flatley	Kim Hunter
Miyah Hayes	Bridget Rishcoff	Kimberly Kohler	Renee Brandel
Marta Ferek (Mrs. F)	David Musser	Carla Pakstis	Mrs. Markowski
Jenn Adams	Mark Fortelka	Jaclyn Pavese	Heather Price
Jason Hazel	Julianna Borosky	Morgan Higgins	Michael Cole
Kayla Pollacci	Laura Koehle	Tavia Shaker	Ashley Kendra
Maddy Hensch	Cristin Coates	Sarah Neidig	Melissa Cass
Cindy Crone	Carol Steward	Caterina Potts	Tracey Scialpi
Jessica Barrick	Michelle Timko	Dana Wenger	Dana Barry
Brittany Austin	Rebecca Evans	Jess Barosi	Colleen Hoffman
Melissa Nadzan	Melissa White	Brieana Gladfelter	Alyssa Rutkowski
Shelby Duke-Olesky	Mrs. Lauren James	Heather Solt	Margaret Myers
Tiffany Krupa	Nicole Bower	Lili Crum	Mara Visaya-Loub
Erica DeFloria	Elizabeth Gross	Robyn McMynne	Jill Hlavaty
Caitlin Hellen	Julie Duffy	Brittany Matechak	Lisa Androski
Jill Gleason	Samuel France	Christina Traub	Mrs. Abby Youngblood
Kelly Salmon	Kari Wolfe	Sheri Groff	Christine Bozart
Amber Kepler	Heidi Reid	Michele Costello	Jamie Nguyen
Paige Trutt	Megan Brainard	Amanda Deng	Tara Toth
Kelsey Floyd	Kyle Paul	Amanda Bauer	LeeAnn McCullough
Emily Pollits	Jessica Krevinas	Angela Krebs	John David Hash
Suzanne Bachrach	Lauren Wagner	Melinda Walter	Jillian Tony
Devany Laratonda (Ms. L)	Lisa Mesher	iPhone	Chrystal Bixler
Trinna Delia	Lisa Style	Katie Shank	Shari Musto
Carol Paskovitch	Mandy Gibson	Jessica Putnam	Stanley Manifold
Brea Houston	Estella Greco	Stephanie Holsopple	Kimberly Marchesini
Rebecca (Becky) Freda	Linda Meadows	James DeSantis	Jacqueline Bixler
Christa Oister	Ms. Susan Shaffer	Mr. Adams	Phillip Fassl
Grace Gustafson	Amanda Roy	Alona Cortes	Jennifer Bytheway
Dotti Wood	Kellyann Hennessey-Caffrey	Scott Dadowski	Lindsay Mistretta
Cheryl Banull	Amanda Voit	Tricia Wertz	Christine Ramp-Oliver
Nicole Nestico	Jason Friedman	Krista Kioalicas	John Mooney
Amanda Dructor	Dana Daube	Melissa Presutti	Kelley Clark
Lauren Gray	Lisa Ann Tufaro	Kelly Bahorich	Jana Hayes
Marisa Ritchie	Kimberly Campbell	Julianne Petrunak	Stephanie Sheridan
Lindsey Stevenson	Witney Downey	Call-Out User_1	Amanda Beck
Jamie Witt	Ashley Moser	Christine Hosler-Patton	Jenna Baumgartle
Wendy Lucas	Megan Cribari	Jessica Gerber	June Grasso
Amanda Calaman	Lauren Stroup	Jessica Sharpe	Sara Pressley
Kristene Thomas-Derr	Alexis Honeygosky	Eugenia Krimmel	Colleen Pauley

Kolby Stellar	Luke Showers	Jennifer Voorhees	Amy Wetzel
Brynn Johnson	Adam Valenti	Brittany Haywood	Lindsey Zuvich
Katherine Valentine	Jillian Scally	Erin Gerst	Marissa Sunick
Teresa Farrell-Mummert	Anika Chidester	Alexandra Coyle	Brianna Thomas
Caroline Topper	Frank Spager	Lindsay Kleman	Giovana Augustine
Nicole McMahon	Holli Musgrove	Jessica Korba	MadSmall's iPhone 12 Pro Max
Kayla Miller	Karen Osborne	Alicia Murlatt	myoung
Samantha Kiebach	Heather Wood	Monique Uttecht	Kristin Torrance
Tabitha Knause	Megan Gall	Shelby Solomon	Matthew Nordenhold
Brittany Cole	Katie Orzel	Michael Perkins	Brandi Ruvo
Genevieve Berdomas	Jessica Newcomer	Nicole Pero	Kristin Perez
Rita Romero	Mattea Trevino	Morgan Pugh	Nick Mulholland
Madison Small	Kristen Mullins	Jahneva Bame	Erin Pierce
Renee Thornton	Bradley Lentz	Marianne Davis	Valerie Ackerman
Gina Meglio	David Borosky	Kristin Musher	Julia Wiseman
Renee Aubele	Melissa O'Brien	Jonathan Willig	Raechel Poydence
Erica Burger	Danielle Kessell	Tracy Miller	Christina Ketterman
Valerie Mendicino	Ashley Helman	Todd	Samantha Archinal
Adrienne Harr	Joy Gintz	Casie Young	Jason Haskins
Julie Walter	Vera Murphy	Richard Tyler	Chapree Pagliari
Deb Moore	Shawna Kopa	Leora Noss	Suzanne Marcus
Brooke Crytzer	Lindsay Phillips	Todd Zinn (Todd)	Danielle Rozelle
Emily Ametrano	Noelle DiFiore	Megan Young	Emily Penrod
Jill McKeon	Kristina Stahl	Julie Waldman	
Shea Hodder	Lynnea Burr	Lauren Ford	
Rachel Lucas	Hannah Snyder	Alyssa Kiehl	
Ashley Blauch	Gabrielle Clark	Erica Stetar	
Kaleena Berchtold	Lauren Radico	Erica Cook	
Ashlyn Pavlik	Tiffany Bonnell	Ms. Kristin Hoffman	
Brooke Pawlowski	Nicole Bell	Lauren Balogh	
Shannon Plyler	Amanda Burmeister	Emily Harden	
Heather Holt	Lisa Crowe	Abigail Welsford Youngblood	
Kami Kaczanowicz	Mackenzie Demme	Laura Reahm	
Elizabeth Leddy	Tricia Hammill	Danielle Good	
Michelle Bosco	Molly Flynn	Joanna Zack	
Jessica Tunis	Robert Drevenak Jr.	Samantha Colaizzi	
Colleen Kastroll	Mitchell Dameshek	Tessa Zimmerman	
Courtney Blaney	Jessica Bachman	Courtney Knoch	
Krista Torpey	Amy Buck	Joseph Butler	
Crystal Very	Katie Augustin	Terrae Fried	
Brittany Hollister	Kristin Green	Cheryl Delfino	
Amber Dawn Hohman	Courtney Petrilak	Julia Basel	
Jackie Rabender	Kenesta Mack	Cassie Colosimo	
Leanne Broadbent	Samantha Coccetti	Sarah Atiyeh	
Brittany Giamber	Elizabeth Henry	Katherine Beatty	
Shannon Maguire	K. Jenny Darling	Deborah Besten	
Christica Boyer	Courtney Egal	Rosemarie Laudato	
Priscilla Altorfer	Nicole Furey	Lonnie Fletcher	
Justine Cracolici	Mariah Banks	Angela Geyer	
Alessandra Striefsky	Ashleigh Lichtenwalner		

Agenda

Structured Literacy

What is structured literacy?

5 elements of structured literacy

Enhanced ELA Curriculum

How do we use structured literacy?

Name				
Alexandra Kaufman	Alissa Nugent	Alyssa Fort	Rachel Lucas	Ashley Selige
Allison Behney	Alycia Martin	Angela Prodente-Jackson	Samantha Coccetti	Breanne Cole
Allison Miller	Amy Costello	Angele Hagy	Tessa Zimmerman	Brionna Kasper
Allison Wright	Amy Evans	Beth Wagner	Alexander Elbert	Christie Read
Alyssa Albright	Ashley Palmer	Cheryl Ostrowski	Ashley Longo	Christine Lesniewski
Andrea Adams	Bonnie George	Christy Hicks	Christy Gwinn	Cody Sassaman
Angela McHale	Brian Bartnikiewicz	Darcie Crock	Jamie Gaiski	Corinne Miller
Angelia Ross	Brittany Shaffer	Emily Shaud	Kelsey Salsavage	Emily Murray
April Enoch	Carol Auchey	Gabrielle Yom	Lori Boccella	Heidi Cross
Brooke Hinderliter	Catrina Testa	Haley Lafferty	Lori Fisher	Jenifer Waynick
Caitlin Johnson-Nied	Craig Chopko	Jenifer Wielebinski	Meghan Demshick	Jennifer Martin
Caitlin Serrano	Diane Stackhouse	Jennifer Patla	Molly Burnside	Keith Polly
Cherise Brawner	Edward Colarusso	Jennifer Roberts	Sarah Bilchak	Kimberly Eames
Clare Moore	Elizabeth DeRoo	Jennifer Snively	Sarah Driscoll	Kimberly Leinberger
Colleen Kuzmak	Elizabeth McGowan	Kalyn Werner	Sarah Richards	Kristina Johnson
Crystal Bucks	Emily Gottesman	Katelyn Menzoff	Seth Darling	Laurie Alaniz
Danielle Bradley	Erin Price	Kelly Swencki	Spiri Howard	Lindsey Refice
Danielle Elmer	Jan Mordan	Kristin DeSpirito	Vanessa O'Farrill	Lisa Dress
Emily Kappelmier	Jessica Borden	Laura Drost	Alyssa Rutkowski	Lori Albertelli Fahringer
George Foard	Jessica Butler	Lauren Moseley	Danielle Kessell	Megan Yekel
Heather Krouse	Katherine Messner	Maureen Latranyi	Emily Ametrano	Michele Lesnefsky
Jamie Hummer	Kathryn Bartlett	Megan Taylor	Erica DeFloria	Michelle Taylor
Jeffrey Moyer	Kayla Wilson	Michael Nale	Julie Waldman	Nicole Stewart
Jennifer Malloy	Kayla Zvolensky	Nancy Frist	Kayla Miller	Nicole Thomas
Jennifer Sholley	Laura Taylor-Good	Peggy Cerquone	Kimberly Kohler	Nori Jacobson
Joni Ritter	Leah Balgaroo	Richard Biggs	Lauren Balogh	Olga Scrobola
Joseph Shay	Maranda Garwood	Robin Malore	Lindsey Zuvich	Richard Delsite
Julia Harrison	Mariah Welker	Samantha Bilyo	Madison Small	Sara Balucha
Katiera Nettles	Mark Boyce	Stacey Brice	Melissa White	Sara Pawloski
Kimberly Casey	Maura Klobusnik	Stacey Rowlands	Renee Brandel	Sarah Abda
LeeAnna Swarner	Megan Mead	Stephanie Kaszuba	Stefanie Markowski	Sarah Hirsch
Matthew Claar	Melissa Trabert	Susan Nitto	Abigail Welsford Youngblood	Sarah O'Brien
Molly Hollis	Miranda Johnson	Susan Slomer	Alyssa Kiehl	Tara Marques
Nicole Buckenberger	Molly Toye	Taylor Flanigan	Brooke Crytzer	Valerie Mazza
Patricia Lichtenfels	Rachel Gorney	Teresa Grassano	Christine Bozart	Jacquelin Fallstich
Rachel Gainer	Rebecca Ruyevcan	Tricia Brady	Colleen Hoffman	Alysa Vieira
Sarah Cooper	Ruth Beers	Wendy Wolpert	Emily Penrod	Christina Pearson-Tuell
Sheila Confer	Sabrina Wagner	Amanda Voit	Julie Walter	Jamie Turer
Stacie Bair	Stephanie Bochicchio	Brea Houston	Katherine Valentine	Jessica Bylina
Stephanie Manning	Tonya Stoffel	Dana Daube	Kelsey Floyd	Jordan Wiegand
Stephanie McCutcheon	Whitney Houk	Emily Harden	Klayton Adams	Stephanie Michael
Tara Zavada	Whittni Shaffer	Heather Wood	Lauren James	Samatha Linsenbach
Timothy Bigelow	Zoe Lynch	Isabel Radel	Mattea Trevino	Veronica Shorto
Valerie Kreiser	Amanda Foxwell	Jason Friedman	Melissa Cass	Megan Booz
Zachary Klins	Elizabeth Mikolajczyk	Jessica Gerber	Morgan Higgins	Tanya Monaco
Ross Hopple	Jennifer Bytheway	Joanna Zack	Allison Kelly	Anna Myers
Bridget Ehnot	Katey Martin	Kaleena Berchtold	Amanda Wright	Kathryn Cook
Emily Fazio	Kayla Smith	Lynnea Burr	Anita Gill	Aimee Primus
Adrienne Pelo	Keisha Johnston	Mary Gies	Ashley Clouser	Alannah Mazur
Alexis Middaugh	Marta Monroig	Megan Cribari	Ashley Coassolo	Amanda Warren
Alicia Harris	Adam Sherlock	Nancy Hatfield	Ashley Meyer	Brittany Bruce
Bryce Baumgardner	Eve Gurbacki	Alyssa Androski	Bobbi-Jo Lundy	Tori Benton
Ciera Drost	Heather Sprys	Sarah Bromley	Breanne Dolby	Jeremy Burkett
Erin Ferko	Jena Kunkel	Sarah Christman	Brian Harr	Gabriella Scenna
Janae Cardel	Jessica Fox	Selene Polaha	Brittany Puffenberger	Mrs. Liebig(leebig)
Jennifer Davis	Jessica Scavo	Shane Ging	Cathleen Thompson	Lori Remmel

Kelly Ospina	Jodie Mylen	Stacy Gallagher	Chad Williams	Karen Ernyei
Linda Meadows	Jolene Cramm	Stephanie Reilly	Cynthia Mueller	Erin McMurray
Stephanie Donahue	Kelly Fahnestock	Thomas Herbert	Dana Whitman	Mr. Wyllie
Tyler Petrouskie	Kelly Sweeney	Thomas Schaaf	Darlene Sarkady	Mrs. Castine
Vicky Nguyen	Kendra Wilt	Shelby Glenn	Deanna Kazembe	Miss Ackerman
Beth Kutzner	Kimberly Denton	Mrs. Tomazic	Donna Doherty	Hunter Thomas
David Boyde	Kristen Sauers	Jenn Lehman	Emilee Alima	Victoria Rain
Rachel Miller	Landon Gabriel	Abigail Saul	Heather Grafton	Melinda Bundonis
Afton Gates	Lindsay Connolly	Cari Martin-Page	Jalesha Ferencz	Mackenzie Lauff
Alanna Van Fleet	Lindsay Keet	Sarah Letterman	Jessica Dzurek	Heather Hrivnak
Allison Endres	Madeline Wilk	Amy Wetzel	Kami Kump	Leah Knobloch
Amanda Hahn	Marie Martin	Jynene Roer	Karen Blisard	Nicole Crane
Amy Steele	Matthew Serniak	Ms. Pond	Kimberly Wilhide	Carina Bolton
Brandi Palmer	Melissa Harper	Adrienne Harr	Lanae Hunsberger	Linsey Smith
Brian Lewandowski	Melissa Riggatire	Mx. Zachary Selektan	Megan Cagle	Laurie Infantino
Brittany Fagan	Michele Kelley	Mrs. O'Black	Melanie Peters	Mrs. Lindsey Marci
Corinne Chichester	Miriam Cuddy	Mr. Bryan Gigliotti	Michele Gillis	Mrs. McCurdy
Debra Seymore	Mollie Lyons	Mr. Rudy	Penny Hlat	Sarah Pfeiffer
Elizabeth Stuckey	Natalie Ruby	Julianna Borosky	Rachel Dudek	Eugenia Krimmel
Emily Chukoskie	Nicole Wendolowski	Mrs. Gorham	Suzanne Nickler	Angela Lock
Emily Nagle	Patricia Friedman	Lisa Wargula	Victoria Dague	Mrs. Williams
Erin Badalamente	Renee Belville	Mrs. Fredo	Kristen Scalise	Christy Dietz
Gale Hood	Sarah Falbo	Katherine Hewick	Natalie Steinberg	Elizabeth Mondell
Ginamarie Potter	Sarah Herisko	Mr. Joseph	Nicole Breen	Lauren Stamm
Hannah Barron	Sarah Simon	Jonathan Pauley	Nicolette DeVincentis	Autumn Hockenbery
Jason Baker	Sarah Weiss	Melissa Evans "Lisa"	Shannon Casillas	Mr. Mahler
Jenna Malave	Sierra Scaggs	Ms. Hannah Smolensky	Typhani Russo	Sean Hoffman
Jenna Malingowski	Stacy Colson	Jennifer Alexeichik	Alycia Schreckengost	Mrs. Natalie Batts
Jennifer Kellachow	Stephanie Goforth	Mr. Grassi	Alyssa Klein	Sarah Gross
Jennifer Rieger	Stephanie Van Winkle	Mrs. Hensel	Christa Oister	Angela Krebs
Jennifer White	Suzanne Travan	Wendy Lucas	Danielle Steele	Mr. Bolton
Jocelyn McCabe	Toni-Lyn Keller	Emma Bixler	Gregory Dimaio Jr	Molly Flynn
Karen Shuma	Bethany Baughman	Chris Erler	Hannah Snyder	Amelia King
Katelyn Fernandez	Ann Rabbitt-Woods	Mr. McDevitt	Heather Holt	Amy Miller
Kelly Mateljan	Bridget Sanders	Jason Adams	Jennifer Russo	Jenne Norwood
Kimberly Weise	Charity Wheeland	Mrs. Case	Joanna Shelley	Jamie Seymour
Lauren Brady	Heather Sharp	Teryn Vardoulis	Julia McAndrew	Meghan Petrole
Melissa Metzger	Isabella Manno Pritt	Mrs. Potechko	Katie Mastrian	Elizabeth Albright
Meredith Swartzendruber	Jennifer Brown	Mrs. Haley	Kristen Bianchi	Amanda Ductor
Miranda Kurzejewski	Julie Brennan	Mrs. Smith	Kristin Torrance	Mrs. Sullivan
Molly Stewart	Maria Koursari	Kelsey Belko	Kristin Vath	Dawn Mellott
Rebecca Jacobs	Melissa Neubert	Miss Sawyer (Emma)	Madisen Gavin	Teresa Farrell-Mummert
Sarah Odell	Mickalena McDonough	Andrew Pollner	Marcella Eckenrode	Miss Nuss
Sherita Jackson	Rebecca Esworthy	Sara Fisher	Michelle Niemiec	Rhonda Footman
Sherri Killian	Stacy Erdman	Michael Shemeluk	Monika Loefflad	Mr. Lawrence
Stacy Miller	Brittany Hollister	Amy Coughlin	Nicole Schneider	Mrs. Sheehan
Alexandra Devarie	Eugenia Krimmel	Mr. G	Rachael Viswanathan	John Gibbon
Ms. Davin	Christine Abbey	Leah Rosti	Victoria Massack	Katie Brogneri
Tara Toth	Ashley Christ	Mrs. Sinisi	Dana Aubrey	Megan Lloyd
Liam Gilger	Nicole Bower	Kaitlyn Simyan	Miranda Tigues	Jeanne Harris
Danielle Schaeffer	Mrs. Gates	Daniel Nauman	Mrs. Cool	Mark Quinn
Eric McGuiney	Mr. Nalesnik	Danielle Annis	Hope Lindblade	Christine Butler
Mrs. Fisher	Mrs. Wardle-Spina	Mr. Phillips	Whitney Laszczyk	Samantha Nunez
Laura O'Neill	Miss Stover	Mr. Hunsberger	Pete Fagan	Kali Myers
Cayleigh Butz	read.ai meeting notes	David Snyder	Mr. Rossino	Miss Steele
Rebecca Evans	Samantha Tankred	Mrs. Jessica Brown	Mrs. Amy Romberger	Michaela Dutton
Mrs. Milam	April Hummel	Mr. Bargh		Stephanie Sheridan

Mrs. McCarthy	Tyler Brinker			
Mrs. Degilio	Rosanne Bolsar			
Crystal Miller	Ashleen Grady			
Mr. Barrick	Laura Reahm			
Miss Wotring	Julia Marcinko (Miss Marcinko)			
Nichole Lear	Shannon Maguire			
Mr. Flannery	Amy Nehring			
Jim Hastings	Amber Dewire			
Megan Beechy	Ms. Stoner			
Emily Steis	Melissa Bannister			
Mr. Bennett	Kristin Belluscio			
Ryan Williams	Jennifer Robinson			
Mrs. Gardner	Mr. Polaha			
Tiffany Henry	Alisa Lynch			
Ms. Merola	Charlene Swoboda			
Mrs. Bell	Joann Peda			
Timothy Roberts	Jennifer Plummer			
Kristin Burkholder	Heather Herche			
Miss Morgan	Kristen Mullins			
Mrs. Wolfe	Erin Richards			
Lindsay Conklin	Hilary Messick			
Mrs. Normil	Mr. Micah Beiter			
Steven Fitts	Kristin Green			
Danielle Henry	Mrs. Kirsch			
Jessica Eiler	Mr. Kelly			
Taylor Smith	Therese McCormick			
Mr. Gilbert	Mrs. Gugino			
Shantara Smith	Emily Weiss			
Mrs. Brauckmann	Paul Heming			
Lauren Yost	Mrs. Miller			
Mrs. Burchard	Sydney Nash			
Ms. Troxell	Mike Coone			
Michael Perkins	Mr. Fowler			
Mr. Rottet	Caroline Topper			
Mr. Azzolina	Dotti Wood			
John Vida	Kayleigh Cornell			
Jacqui Frank	Jacob Wible			
Mr. Ferenchick	nfurey			
Mr. Clark	Richard Eller			
Joanne Monfiletto	Zachary Bitting			
Ms. Gerrity	Jillette Smith			
Ronald Storch	Mrs. Hurst			
Jake Hinkley	Cassie Colosimo			
Delia Edling	Patrick Hare			
Lacey Eckman	Sean Durkin			
Ms. Horvat	Mrs. Michelle McGlaulin			
Mr. Artley	Mr. Schmidt			
Nora Knott - M	Thomas Rottet			
Mrs. Demetros	Brooke Leibowitz			
Ms. Miller	Tara Welsh			
Heather Kepple	Stacy Zadzura			
Miss Catie Ruscak				
Mrs. Thomas				
Allie Wommer				
Colleen Pauley				

2023-24 Parent Trainings

Held Bi-Monthly on Tuesdays or Wednesdays at 12:00pm-12:45pm & 6:00pm-6:45pm

Case Managers to share this information during the Welcome Calls

Date	Topic / Supporting Documents	Presenters
Tuesday, September 19, 2023	Setting Learners Up for Success at CCA * Setting up the home learning environment * Using the EdioGO App to support learner engagement and success Parent Training - Setting Learners Up For Success at CCA 2023.2024.pptx	Tech Team with Program Specialists
Wednesday, November 1, 2023	Preparing Your High School Learner for Post-Secondary Entrance Exams * A Closer Look at Accommodations for the ASVAB, SAT, ACT and ACT WorkKeys	Transition Team
Tuesday, January 16, 2024	Helping Your Learners with Math (What we've learned from the new math curriculum)	Program Specialists
TBD February	Understanding the Special Education Process: What Caretakers Need to Know Editor (genial.ly)	Program Specialists Possibly link in Carla and School Psychs
Wednesday, March 27, 2024	Developing Executive Functioning Skills in Your Learner Executive Functioning Presentation.pptx (sharepoint.com) - to be updated for parents	Program Specialists (Christa Oister)
Thursday, April 11, 2024	Tentative Date/Time Financial Planning for Learners: PA Able and 529 Plans	Kenesta Mack
Tuesday, May 14, 2024	Helping Your Learners with Reading & Writing (Looking ahead to 2024-25) / Preventing Summer Slide	Program Specialists

Name (Original Name)
Tammy Chrin
Carla Swartz
Kenesta Mack
Kimberly Marchesini
Christa Oister
Molly O'Neil
Angela Geyer
Stephanie McHugh
Maura Ryczak

**Special Education Meeting Agenda
(IEP Development)
August 29, 2023**

Writing IEP's for Learner Success and Growth

- Getting Organized
- Case & Time Management
 - Parent Trainings 2023-24
 - Educational Surrogate Parent Trainings 2023-24
- Compliance / Paperwork Preparation
- IEP Process – Start to Finish for Annual IEPs
- Case Manager and Supervisor Responsibilities
- Supervisor IEP Reviews
- Updated Forms/Process for Prior Written Notice for a Reevaluation form and Request for Consent for a Reevaluation form
- Enrollment
- New learner considerations
- Welcome calls

Name (Original Name)			
Heather Holt	Adrienne Harr	Stanley Manifold	Melissa Leistner
Rebecca Orsinger	Trinna Delia	Valerie Mendicino	Christine Hosler-Patton
Tammy Chrin	Carol Paskovitch	Jennifer Dalton	Alicia Murlatt
Michelle Orcutt	Erica Latess	Amanda Voit	June Grasso
Devany Laratonda (Ms. L)	Cindy Crone	Deborah Petersen	Jessica Sharpe
Brittany Giamber	Jessica Barrick	Nicole Bower	Matthew Nordenhold
Courtney Knoch	Jennifer Voorhees	Elizabeth Henry	Emily Ametrano
Alona Cortes	Lisa Mesher	Dana Barry	Courtney Egal
Jared Gliem	Heidi Reid	Nicole Bell	Grace Gustafson
Krista Kioalicas	Kim Hunter	Michele Costello	Dana Wenger
Lisa Crowe	Waynette Kemble	Renee Brandel	Jess Barosi
Wendy Lucas	Melissa White	Carol Steward	David Musser
Danielle DeGulis	Tiffany Richards	Katherine Beatty	Rita Romero
Chelsea Weaver	Rebecca (Becky) Freda	Morgan Pugh	Mrs. Abby Youngblood
Ms. Susan Shaffer	Cheryl Banull	Colleen Kastroll	Lisa Androski
Brieana Gladfelter	Molly O'Neil	Lauren Balogh	Bradley Lentz
Julie Cordier	Natalie Guerriero	Mrs. Lauren Rullo	Danielle Good
Tessa Zimmerman	Sarah Neidig	Lili Crum	Lori Wertz
Lisa Eastwood	Melissa Nadzan	Kimberly Marchesini	Kristen Mullins
Mrs. Markowski	Renee Aubele	Mariah Banks	Anika Chidester
Katie Augustin	Lauren James	Witney Downey	Jillian Tony
Annamarie Wyland	Ashley Moser	Shawna Kopa	Kelly Metro
Samantha Kiebach	Marta Ferek (Mrs. F)	Alexandra Coyle	jhazel
Kelly Salmon	Jessica Krevinas	Cheryl Delfino	Kelsey Floyd
Carla Swartz	Kimberly Campbell	Jacqueline Bixler	Michael Cole
Vera Murphy	Eliana Estremera	Tara Toth	Joanna Zack
Ashleigh Lichtenwalner	Ruth Craigle	Jason Friedman	Amy Buck
Amanda Bauer	Christine Ramp-Oliver	Shelby Solomon	Samantha Archinal
Jennifer Flatley	K. Jenny Darling	Tavia Shaker	Melissa O'Brien
Emily Penrod	Jill Gleason	Scott Smith	Linda Meadows
Jaclyn Pavese	Robyn McMynne	Mark Fortelka	Jenna Bayne
Adam Valenti	Jamie Witt	Tracy Miller	Megan Brainard
Nicole McMahon	Gabriele Chylak	Lauren Ford	Katie Orzel
Jenn Adams	Nicole Nestico	Chrystal Bixler	Mr. Adams
Suzanne Marcus	Monique Uttecht	Christina Ketterman	Jessica Gerber
Holli Musgrove	Julie Duffy	Heather Wood	Alessandra Striefsky
Brittany Austin	kwolfe	Melissa Presutti	Kayla Miller
Ms. B	Estella Greco	Kristene Thomas-Derr	Kristina Stahl
Amy Wetzell	Dotti Wood	Brianna Thomas	Shari Musto
Deborah Besten	Paige Trutt	Amanda Calaman	Jessica Tunis
Helena Schneider-Sable	Teresa Farrell-Mummert	LeeAnn McCullough	Jonathan Willig
Kolby Stellar	Caterina Potts	Brynn Johnson	Aundrea Coleman
Caitlin Hellen	Amanda Dructor	Carla Pakstis	Alyssa Rutkowski
Christa Oister	Jessica Wertz	Peggy Spangler	Julie Walter
Suzanne Bachrach	Mark Vital	Robert Drevenak Jr.	Brooke Crytzer
Steven Urban	Isabel Radel	Raechel Poydence	Lauren Young
Tracey Scialpi	Miyah Hayes	Cristin Coates	Brittany Cole
Dana Daube	Brittany Dzuka	Kyle Paul	Ms. Waldman
Jennifer Bytheway	Nicole Pero	ktorpey	Colleen Pauley
Jennifer Culp	Erica Burger	Jessica Newcomer	Noelle DiFiore
Michelle Bosco	Samantha Coccetti	Vackerman	Brandi Ruvo

Lisa Style	Tiffany Krupa	Michelle Timko	Samuel France
Colleen Hoffman	Lonnie Fletcher	Kaleena Berchtold	Tracie Rhoades
Jamie Nguyen	Mattea Trevino	Timmy Mattos	Heather Price
James DeSantis	Matia Rosentel	Shea Hodder	Marianne Davis
Kristin Perez	Erica Stetar	myoung	Erica Cook
Lindsay Phillips	Maggie Myers	Priscilla Altorfer	Kristy Swanger
Maddy Hensch	Renee Thornton	Shannon Maguire	Caroline Topper
Christica Boyer	Stephanie Holsopple	Genevieve Berdomas	Terrae Fried
Alexis Honeygosky	Amy Stauffer	keisenman	Robin McKenna
Casie Young	Angela Geyer	Morgan Higgins	Jahneva Bame
Kenesta Mack	Lauren Wagner	Kristin Green	Liz Leddy
Amber Kepler	Maria Laurenzi	Erin Gerst	Kelley Clark
Amanda Deng	Lindsey Stevenson	Emily Harden	Nicole Furey
Todd Monos	Jason Haskins	Rebecca Evans	Lynnea Burr
amazutis	Marisa Ritchie	Amanda Roy	Madison Small
Brea Houston	Amanda Beck	Samantha Colaizzi	Shane Smith
Tiffany Bonnell	Kimberly Kohler	Ashlyn Pavlik	Laura Reahm
Tabitha Knause	Laura Koehle	Danielle Kessell	Mrs. Lauren James
Katherine Valentine	Tori Bissinger	Leora Noss	Ms. Kristin Hoffman
Jackie Rabender	Lindsay Kleman	Ashley Blauch	
Julia Wiseman	Richard Tyler	Joy Gintz	
Jennifer Tyler	Christine Bozart	Frank Spager	
Julia Basel	Mackenzie Demme	Kellyann Hennessey-Caffrey	
Emily Pollits	Jillian Scally	Sara Pressley	
Katie Shank	Kaitlyn Simyan	Elizabeth Gross	
John Mooney	Danielle Rozelle	Deb Moore	
Angela Krebs	Gina Meglio	Todd Zinn	
Jana Hayes	Chapree Pagliari	Tricia Hammill	
Lindsay Mistretta	Nick Mulholland	Sheri Groff	
Christina Traub	Emily Mash	Michael Perkins	
Crystal Very	Lisa Ann Tufaro	Courtney Petrila	
Jill McKeon	Megan Gall	Cassie Colosimo	
Mara Visaya-Loub	Karen Osborne	Brittany Hollister	
Sarah Atiyeh	Melissa Cass	Shelby Duke-Olesky	
Scott Dadowski	Shannon Plyler	Phillip Fassl	
Justine Cracolici	Hannah Snyder	Kaitlyn Fenton	
Yvonne Apronti	Jill Hlavaty	Amanda Burmeister	
Lauren Radico	Christine Summerson	Ashley Helman	
Marissa Sunick	Bridget Rishcoff	John David Hash	
Lauren Stroup	Luke Showers	Leanne Broadbent	
Brittany Matechak	Alyssa Kiehl	Amber Dawn Hohman	
Megan Cribari	Julianna Borosky	Rosemarie Laudato	
Gabrielle Clark	Mitchell Dameshek	Erin Pierce	
Brooke Pawlowski	Laurie Stotz	Kayla Pollacci	
Stephanie Sheridan	Melinda Bundonis	Lindsey Zuvich	
Molly Flynn	Brittany Haywood	Erica DeFloria	
Kami Kaczanowicz	David Borosky	Tricia Wertz	
Jessica Korba	Julianne Petrunak	Mindy Walter	
Janeace Libby	Ashley Kendra	Kelly Bahorich	
Heather Solt	Rachel Lucas	Hayley Wang	
Primo Sagliocco	Courtney Blaney	Giovana Augustine	
Mandy Gibson	Jessica Bachman	Joseph Butler	

**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).

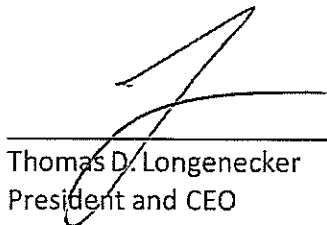
19. This Agreement shall automatically renew for one-year periods unless terminated by either party.

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: 7/1/24



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

Date: 6/12/2024

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.*



Commonwealth Charter Academy

Advanced Manufacturing Pre-Apprenticeship

Agreement for Training Services

Proposal Date:
06/01/2020

Submitted to:

Thomas D. Longenecker
President and CEO-Elect
(717) 710-3300, ext. 11159
tlongenecker@ccaeducate.me

Submitted by:

Chris Ray
Executive Director
570-327-4775
cray@pct.edu



**Pennsylvania
College of Technology**
A Penn State Affiliate

One College Avenue
Williamsport, PA 17701
570-327-4775
wdce.pct.edu

Pennsylvania College of Technology has a long history of addressing skills gaps through customized contract and consortia-based training solutions, and public workshops.

***Workforce Development** extends the resources of Pennsylvania College of Technology to organizations and individuals across Pennsylvania, nationally, and internationally.*

Specialties include Apprenticeships, Business and Leadership, Industrial and Plastics, Healthcare, Computer, and Energy.

Introduction

In response to your request, Workforce Development at Pennsylvania College of Technology (hereafter referred to as College) agrees to provide services as outlined in this Agreement for Commonwealth Charter Academy (hereafter referred to as Client).

Advanced Manufacturing Pre-Apprenticeship	
Training Description	Using a combination of self-guided online modules and instructor-led labs augmented when possible by curriculum delivered by the Client, College will provide training aligned to standards developed by the Manufacturing Skills Institute and approved by the State of Pennsylvania for the College's Advanced Manufacturing Pre-Apprenticeship Program.
Objectives	This program is designed to introduce the foundational concepts of advanced manufacturing. Pre-Apprentices will receive instruction in the competencies required to attain a Manufacturing Technician Level 1 (MT1) certification. Pre-Apprentices will also be provided networking opportunities with companies engaged in apprenticeship programs.
Outline	Manufacturing Technician Level 1 (MT1) Competencies - See Exhibit A On-Campus Days: Day 1 – Orientation and baseline assessment Days 2-4 – Lab days reinforcing key concepts Day 5 – Review and final assessment Day 6 – "Industry Day" with project presentation and networking
Materials	<ul style="list-style-type: none">• Online self-paced modules• Materials required for labs• Manufacturing Skills Institute assessments
Client Responsibilities	<ul style="list-style-type: none">• Identify single point of contact• Recruit and register student participants• Assure adherence to recommended schedule of learning and activities• Provide transportation to/from Penn College for on-campus days• Provide adult chaperone for on-campus days• Additional program responsibilities see Exhibit C – AMP Guidelines for Engagement

Date(s)

Start Date, End Date
October 2020 -June 2021

Day(s) of Week

Variable

Time

Class Start Time, Class End Time
Varies by activity

Location

Location for on-campus days
Center for Business and Workforce Development
1127 W. Fourth Street
Williamsport, PA

Duration

Varies by activity

Fee Calculation

Number of seats – #
Fee – (\$2,400*#)

Added Materials/Supply Costs

n/a

Travel Costs

Not included

Notes

The fee is for the reservation of seats (up to a maximum of 20 total individuals per pre-apprenticeship class) within the pre-apprenticeship program.

Fee waived upon student enrollment: See *Exhibit B – Program Funding and Invoicing* for further details.

Maximum # of Participants

20

Required to maintain the quality of the class

Pricing includes pre- and post-program meetings or conference calls to discuss objectives, content emphasis and/or program delivery.

Thank you for the opportunity to work with your team on this effort!

Responsibility

The College will provide the Client with a quality instructor and educational services designed to match the requirements of the activity. Overall coordination of the service outlined will be the joint responsibilities of Client and the College. Client agrees that all accessibility needs will be disclosed to College for consideration upon registration of students.

Cancellation Policy

Outlined in *Exhibit B – Program Funding and Invoicing*.

Intellectual Property Rights

Copyright and intellectual property rights in materials produced or developed by the College in the performance of this Agreement shall be owned by the College. The Client shall be deemed to possess an implied license for use of these rights solely for the purposes of this Agreement.

Indemnification

Each Party agrees to indemnify and hold harmless the other Party and its officers, directors, and employees from and against any and all damages, liabilities, obligations, losses, deficiency actions, costs (including reasonable attorney's fees and costs), demands, suits, judgments, or assessments arising out of the performance of this Agreement.

Entire Agreement, Amendment, and Acceptance

This document constitutes the entire Agreement between the parties and supersedes any prior oral or written discussions, negotiations, or agreements pertaining to the services described herein. Any changes or modifications to this Agreement must be in writing and executed by authorized agents of the College and Client to ensure they are addressed by the College. Signatures as provided below constitute acceptance of all terms and conditions as stated herein.

PENNSYLVANIA COLLEGE OF TECHNOLOGY

Christopher Ray

Signed By _____

Date Aug 03 2020

Christopher Ray
Executive Director
570-327-4775
cray@pct.edu

COMMONWEALTH CHARTER ACADEMY

[Signature]

Signed By _____

Date Jul 28 2020

Thomas D. Longenecker
President and CEO-Elect
(717) 710-3300, ext. 11159
tlongenecker@ccaeducate.me

Please sign and return. A fully executed Agreement will be sent to you for your records.

Exhibit A

MANUFACTURING TECHNICIAN LEVEL 1 – TWELVE CRITICAL TECHNICAL SKILLS STANDARDS

Approximately 100 Hours Online Learning

Section 1: Mathematics and Measurement

I. MEASUREMENT

1. Use a decimal inch machinist's rule to measure a length.
2. Use a U.S. ruler and tape measure to measure a length.
3. Use a metric ruler.
4. Measure liquids and weights in Metric and U.S. customary units.
5. Convert between common fraction inches and decimal inches.
6. Convert between U.S. customary units and SI metric units.

II. ALGEBRA FOR MANUFACTURING

1. Perform correct order of operation to simplify mathematical expressions.
2. Generate linear equations with one unknown for situations described in text.
3. Solve simple linear equations with one unknown

III. MATH FOR QUALITY

1. Read and interpret histograms, bar charts, line graphs, and scatter plots.
2. Interpret descriptive statistics: mean, median, mode, and range.
3. Demonstrate qualitative reasoning for situations involving statistical data and probabilities.

Section 2: Spatial Reasoning and Manufacturing Technology

IV. SPATIAL REASONING

1. Visually translate from 2D drawings to 3D images and back.
 - a. Identify different views for given isometric drawing of an object
 - b. Identify the different elements of an object in various views.
2. Predict behavior of visual representations of simple mechanisms

V. MECHANICS

1. Demonstrate qualitative reasoning about mechanical force and systems involving pulleys, levers, and gears.
 - a. Determine mechanical advantage of different systems of pulleys.
 - b. Determine effects of lever configurations on the force required to lift and object.
 - c. Generate different configurations of gears and axels to increase power or speed.

VI. FLUID POWER AND THERMODYNAMICS

1. Generate casual explanations of behavior of (a) simple systems involving changes in pressure, temperature and volume, (b) simple hydraulic/pneumatic devices and (c) principles of heat transfer.
 - a. Predict the effects of changes in pressure on volume and temperature.
 - b. Predict the effects of changes in temperature on volume and pressure.
 - c. Predict the mechanical advantage of simple hydraulic and pneumatic systems.

VII. ELECTRICITY

1. Generate casual explanations of the relationship between electrical and magnetic forces and explanations of how electric motors, generators, solenoids, and relay switches behave.
2. Generate casual explanations and predictions of electric circuit behavior involving simple series and parallel circuits containing relays, capacitors, resistors and simple devices such as light bulbs and pumps.

VIII. CHEMISTRY

1. Classify substances as a molecule, element, mixture, or compound; classify changes in substances as chemical reaction, mixture, or physical change; classify and apply characteristics acids and bases; interpret the periodic chart; and classify methods for separating mixtures (filtration, evaporation, distillation).
2. Explain chemical bonding and structural changes that take place in common chemical reactions and interpret chemical formulas and equations.
3. Polymers: Generate explanations of molecular structural difference and physical characteristics between common types of polymers such as slime, flexi-putty, rubber and plastic bags.

IX. MANUFACTURING PROCESSES AND CONTROLS

1. Generate the Sequence of Operation and a Flow Diagram for production tasks and processes
2. Generate explanations of how electrical- mechanical controls and sensors operate in simple systems and devices.
3. Create flow charts for models of simple computer controlled systems such as a traffic light or washing machine

Section 3: Quality and Business Acumen

X. QUALITY AND LEAN MANUFACTURING CONCEPTS

1. Identify descriptions of manufacturing quality and lean production initiatives as examples of value stream mapping, waste eliminations, 5S's, DMAIC (Define, Measure, Analyze, Improve and Control) and Total Productive Maintenance (TPM).
2. Create a process map and value stream map to improve a process or reduce waste.
3. Demonstrate using an industry standard problem solving method, such as DMAIC, for improving production processes.

XI. STATISTICAL PROCESS CONTROL (SPC) CONCEPTS

1. Determine plausible causes in fluctuations in processes based on statistical information (mean, range, & variation patterns).

XII. FINANCIAL LITERACY AND BUSINESS ACUMEN

1. Predict how actions, strategies, and decisions impact the bottom line.
2. Classify examples of common business financial terms.

Exhibit B

Program Funding and Fee Invoicing

Grant funds provided by the PA Department of Community and Economic Development (DCED) have been awarded to Penn College Workforce Development for the development, marketing, materials, delivery and general administration of the Advanced Manufacturing Pre-apprenticeship Program. These grant funds will fully offset the cost of this program for the 2020-2021 year for occupied seats.

The calculated fee (\$2,400/seat) is for the reservation of seats (up to a maximum of 20 total individuals per pre-apprenticeship class) and represents the realized costs of the Advanced Manufacturing Pre-apprenticeship Program

However, as the grant cannot support a vacant seat, Client will be invoiced \$2,400 for each reserved seat not enrolled. Client will not be invoiced due to the drop-out of a pre-apprentice during the life of the program.

Client will have until August 31, 2020, to register those individuals to be enrolled for the reserved seats. Substitutions may be made up to two weeks prior to the first day of the program.

Invoice(s) for reserved seats not enrolled will be sent to Thomas D. Longenecker, President and CEO-elect.

Advanced Manufacturing Pre-apprenticeship Program

Exhibit C - Guidelines for Engagement

Point of Contact: Partner schools will identify a single point of contact (POC) who will manage any administrative processes and procedures at the partner site and communicate with parents and students on behalf the Penn College Advanced Manufacturing Pre-apprenticeship Program.

Should the point of contact leave his/her position (either temporarily or permanently), the partner school will identify a new point of contact and notify Penn College Workforce Development.

Student Accommodations: Students with documented educational needs should be provided reasonable accommodations during assessment and online learning. Partner schools may provide those accommodations in compliance to a student I.E.P. Accommodations needed while the student participates in program activities on campus may be arranged through the Penn College Office of Disability Services.

On Campus Visits:

Transportation: Partner school will arrange, provide and absorb the cost of transportation for students attending Penn College (or other designated facility) for on-campus days throughout the program.

Chaperones: Partner school will provide an adult chaperone to accompany students to on-campus activities connected with this program. Chaperones are expected to stay with students at all times throughout the visit to campus or other designated facility.

Student Behavior: Pre-apprenticeship participants are expected to maintain a code of conduct in alignment with both their home school policy, as well as that of Pennsylvania College of Technology while participating in program activities on-campus or other designated facility.

Program Promotion: Partner school will include the program description for the Advanced Manufacturing Pre-apprenticeship Program in student scheduling materials and identify the Program as being provided through the Pennsylvania College of Technology.

Program Orientation:

Student Onboarding and Orientation: Penn College Workforce Development will provide onboarding materials, including appropriate release forms to students officially registered in the AMP Program. Students will be required to participate in an orientation session the first day of the program that includes program overview, expectations, and a pre-program assessment.

Point of Contact/Teacher Orientation: Penn College Workforce Development will provide an orientation session to partner schools' point of contact and/or teacher of record for the AMP Program including program overview, expectations and training on the online learning management system (Tooling U).

Student Assessment: Advanced Manufacturing Pre-apprenticeship participants will be required to take a pre-program assessment to establish student base-line knowledge and a final assessment to determine the student's competency to receive an industry credential. Penn College Workforce Development will communicate assessment results to program partners.

A student who does not complete all program modules with evidence of sufficient competency will not be eligible to receive an industry credential.

Student Withdrawal from AMP Program: A student may withdraw from the AMP program without penalty to the partner school. Efforts should be made to counsel the student on his/her reason for withdrawal. The partner school point of contact should notify Penn College Workforce Development of any student withdrawals.

Partner schools may not substitute a student in the AMP program without notifying Penn College Workforce Development.

Student Eligibility: Due to the technical nature of the course work, it is recommended that students have completed Algebra I and attained at least a 9th grade reading level. Partner schools retain the rights to add eligibility requirements for the pre-apprenticeship program separate from these recommended qualifications.

FERPA

As part of the pre-apprenticeship partnership, Penn College Workforce Development and partner schools may share education records of students enrolled in the Program to fulfill underlying purposes of this program and in compliance with the requirements of the Family Educational Rights and Privacy act (FERPA) and its implementing regulations. Such FERPA compliance shall include, but not be limited to

- Appropriate notifications to the students and/or their parents that education records are being shared in compliance with 34 C.F. R. § 99.34; and
- Penn College and partner school are not disclosing any education records either receives from each other to a third party without complying with 35 C.F.R. § 99.33.

Program Attendance: Pre-apprenticeship participants (students) are required to attend ALL on-campus (or other designated location) activities, as these are planned to enhance the student's exploration of the manufacturing industry and increase their success in earning the industry credential. Partner school's point of contact should report any excused absence of a pre-apprenticeship participant to Penn College Workforce Development staff on the day of the absence.



Document Details

Title	20202-21 AMP Program Pre-Apprentice agreement
File Name	2020-21 AMP Program Pre-Apprentice Agreement_CCA FINAL.pdf
Document ID	ae5d50d764854811ba8492cf24bc4a63
Fingerprint	b68f546e83e701c233fafd8d635d3b6f
Status	Completed

Document History

Document Created	Document Created Fingerprint: b68f546e83e701c233fafd8d635d3b6f	Jul 28 2020 12:56PM UTC
Document Sent	Document Sent to Thomas D. Longenecker (tlongenecker@ccaeducate.me)	Jul 28 2020 12:56PM UTC
Document Sent	Document Sent to Christopher Ray (cray@pct.edu)	Jul 28 2020 12:56PM UTC
Document Viewed	Document Viewed by Thomas D. Longenecker (tlongenecker@ccaeducate.me) IP: 68.68.131.150	Jul 28 2020 01:00PM UTC
Document Signed	Document Signed by Thomas D. Longenecker (tlongenecker@ccaeducate.me) IP: 68.68.131.150	Jul 28 2020 03:56PM UTC
Document Viewed	Document Viewed by Christopher Ray (cray@pct.edu) IP: 104.47.41.254	Aug 03 2020 08:10PM UTC
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Memorandum of Understanding
for
Dual Enrollment/High School Enrichment Program
between
Commonwealth Charter Academy
and
Bucks County Community College

- I. **PARTIES.** This Memorandum of Understanding (MOU) is made and entered into by and between the Commonwealth Charter Academy (CCA), whose address is 1 Innovation Way, Harrisburg, PA 17110 and Bucks County Community College (Bucks), whose address is 275 Swamp Road, Newtown PA 18940. This MOU shall be effective as per Section IV of this Agreement, *infra*.
- II. **BACKGROUND.** 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.

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 post-secondary and career and technical education (CTE) 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).

Bucks currently offers a dual enrollment and high school enrichment program where students enroll in courses that provide curriculum and instructional materials that are identical to non-dually enrolled students taking classes on campus and online.

- III. **PURPOSE, INTENT, & GENERAL PROVISIONS.** The purpose of this MOU is to confirm the intent that CCA will provide tuition at the mutually agreed-upon rate for courses scheduled in connection with this Agreement. CCA will purchase the textbooks related to those classes held on Bucks Campuses (including Bucks Online).

The mutually agreed upon reduced tuition rate of \$125.00 per credit is in effect only for CCA students residing within the boundaries of Bucks County and participating in the Dual Enrollment Program for 2023-2024. CCA students located within counties not served by a Pennsylvania community college who opt to participate in this dual enrollment program qualify for a non-sponsored tuition rate of \$195.00 per credit. Students located within counties that are served by a Pennsylvania community college but prefer to pursue dual enrollment at Bucks under the terms of this agreement will qualify for the out-of-county tuition rate of \$330.00 per credit.

Bucks will waive the College Services, Student Activities, and Technology Support fees and provide access to placement testing, at no additional cost, for all students who intend to participate as dually enrolled students under the terms of this Agreement.

Specific Course Fees related to courses with a laboratory component or special supplies will be billed separately to the student and/or parent or guardian.

Students wishing to participate in the program must take placement testing in Reading, Writing, and Math to determine college readiness or take advantage of alternative placement options offered by Bucks (i.e., "holistic" placement whereby high school juniors with at least a 3.25 GPA or high school seniors with at least a 3.0 GPA are automatically deemed to be at college-level in Reading, Writing, and Math).

This discounted rate and fee waiver is extended to CCA by Bucks, contingent upon CCA's participation in a "single payer" arrangement, as described in Section V, *infra*).

- IV. **TERM OF AGREEMENT.** This MOU becomes effective upon the execution by both the administration of Commonwealth Charter Academy and the Acting President, Bucks County Community College.

This MOU shall be binding upon the signatures of the Signatory Parties and their respective successors.

The term of this agreement shall run from January 15, 2024 through August 14, 2024.

This agreement shall be reviewed by both parties at the culmination of each academic year to assess process and overall success.

- V. **PROVISION OF FUNDS.** Funding for this program will be provided by CCA. Bucks will provide a reduced tuition rate.

CCA agrees to provide funds via check in accordance with the billing and accounting procedures of the CCA Business Office. Bucks will invoice CCA at the commencement of each semester, and CCA will pay that tuition within 30 days of invoice receipt.

- VI. **STUDENT ELIGIBILITY.** Students participating in this program must enroll in at least three (3) credits per year and must take at least one (1) course per year. Students will be encouraged to enroll in additional courses, as appropriate to their goals.

- A. **STUDENT CRITERIA.** Students must complete the High School Enrollment Application online prior to enrolling in Bucks courses. Students are also required to satisfy placement testing requirements prior to enrolling in a course. In addition, students must satisfy either all criteria listed under Section A or Section B, *infra*. Criteria:

1. The student is a CCA student.
2. The student demonstrates readiness for college-level coursework in the intended subject area of study, as determined through the placement testing process. Students may enroll in courses not deemed college-level, e.g., ACCT103, as appropriate to student learning needs.
3. The student is making satisfactory progress toward fulfillment of high school graduation requirements, either "on time" or ahead of schedule.

- B. **CONTINUED ELIGIBILITY:** To remain in this program of study, the student must:

1. regularly attend;
2. be in good academic standing;
3. be free of misconduct violations; and
4. maintain a minimum grade of "C" in coursework.

- VII. **COURSES OFFERED.** The following applies to all courses covered by this agreement.

- A. Students may take remedial courses, as appropriate to student learning needs.
- B. The courses are regular college courses available to all members of the Bucks student body.
- C. Bucks will work with CCA to identify courses that align to both high school graduation requirements and those commonly found in college-level general education curricula, but students will not be limited as to what courses they may choose.
- D. Any high school courses that are identified as potential candidates for cross-listing in the Bucks catalog as college coursework will be evaluated by Bucks faculty and deans in the appropriate subject area. CCA agrees to incorporate any feedback resulting from this review into the ultimate course offered to students participating in the program.

- VIII. The total approved costs for approved course offerings will be:
- A. *Tuition*: In-County - \$125/credit; Non-Sponsored County - \$195/credit; Out-of-County - \$330/credit.
 - B. *Course Fees*: Specific Course Fees related to courses with a laboratory component or special supplies will be billed separately to CCA.
 - C. *Books*: As required by faculty and noted in course syllabi. CCA will purchase the textbooks related to those classes held on Bucks Campuses (including Bucks Online).

- IX. **DROP/ADD OF COURSES OFFERED.** Students must abide by all Bucks policies and timelines. Students who drop or withdraw from a course are responsible to notify CCA prior to initiating the formal process and must drop or add the course through the appropriate college protocol and technological systems. For students who drop courses, CCA will be subject to the Bucks refund policy of record regarding tuition and fees due.

- X. **STUDENT CREDIT.** To successfully complete a course listed in this agreement, students are subject to the conditions of both the course syllabus and Bucks's grading policy.

CCA will award high school credit for all courses successfully completed under this agreement, pursuant to the Pennsylvania Public School Code of 1949, Chapter 4 of the Pennsylvania Code, and in accordance with local board policies.

Bucks will award postsecondary credits to students who successfully complete courses identified within this agreement.

Bucks will transcribe credit(s) in a manner identical to non-dual enrolled students who take a course(s) at this institution.

- XI. **PROGRAM ADMINISTRATION.** CCA and Bucks will designate a single point of contact liaison to support the effective administration of the program.

CCA Liaison: Vice Provost of Career Readiness or designee
Education Bucks Liaison: Assistant Director, Dual Enrollment

- XII. **OUTREACH AND COMMUNICATION.** Both the CCA and Bucks agree to provide a mechanism for outreach and communication to the CCA community about the educational and economic benefits of higher education, as well as the requirements for participation and enrollment procedures to staff, parents, and students.

This outreach and communication will consist of a student orientation, student and parent/guardian information session and promotional materials (including a letter of invitation), and a student agreement.

XIII. **AMENDMENT/WAIVER.** This MOU cannot be amended, modified, or revised unless done in writing and signed by both CCA and Bucks. No provision may be waived except in writing and signed by both CCA and Bucks.


The failure by either CCA or Bucks to enforce any provision of this MOU or to require performance by the other party will not be construed to be a waiver or in any way affect the right of either Bucks or CCA to enforce such provision thereafter.

Either party may terminate this MOU upon ninety (90) days' prior written notice to the other party. If any provision of the MOU is found to be unenforceable, that provision will be severed and the remainder of this MOU will continue in full force and effect.

The CCA and Bucks agree not to unlawfully discriminate on the basis of race, nationality, ethnicity, religion, gender, age, or disability in any undertaking pursuant to this agreement.

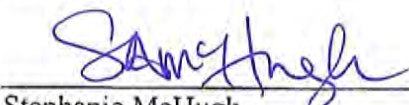
Signatory Parties:

For Commonwealth Charter Academy:



Thomas D. Longenecker
President & CEO

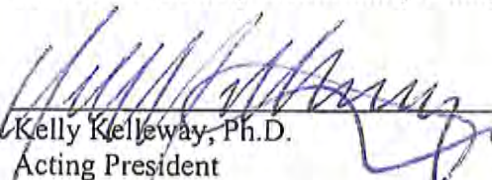
2/19/2024
Date



Stephanie McHugh
Vice Provost for K-12 Career Readiness

3/4/24
Date

For Bucks County Community College:



Kelly Kelleway, Ph.D.
Acting President

3/4/24
Date

Agreement Between Commonwealth Charter Academy and Cetronia Ambulance Corps.

This course use agreement establishes an agreed-upon plan whereby eligible students from Commonwealth Charter Academy Charter School (CCA), a K-12th grade public cyber charter school operating in Pennsylvania, will be able to participate in programs, training, and preparing for industry certifications purchased by CCA from Cetronia Ambulance Corps (CAC). This Agreement shall be effective beginning January 1, 2022 through July 30, 2022.

Background

Pennsylvania public schools, including cyber charter schools, are encouraged to offer college and career readiness programs. Rigorous non-credit or credit certificate programs of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, concurrent-enrollment 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. 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. 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.

Course Offerings, Enrollment, Fees, and Payment

CCA will purchase Emergency Medical Technician programs from CAC offered as concurrent-enrollment option for CCA students. These programs will be taught by CAC staff and available to the CCA students online and in person at CAC at 4300 Broadway Allentown, PA. 18104. These programs are offered with the intent of providing instruction for CCA high school students and will be applied to meet high school graduation requirements. These courses do not offer post-secondary credit; however, students may be eligible to earn industry recognized credentials and certifications upon successful completion of the course and passing scores on applicable examinations.

CAC will allow CCA to review a program curriculum to ensure that it is appropriate to recommend and/or provide concurrent-enrollment credit for its students.

Students who enroll in programs outside of CCA's internal approval are subject to CCA's and CAC's academic and financial policies.

Courses will be purchased by CCA on a per-seat basis, with a seat consisting of one student in one program. CCA will be charged \$1800.00 per student, which shall be inclusive of books, national registry test fees, instructor, and certification of completion. This amount is nonrefundable.

CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and CAC. CAC 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 CAC courses.

CAC shall provide CCA an invoice for the course fees for each student 3 weeks prior to the start of the class. 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.

Student Eligibility Criteria

Students will be enrolled in CAC's EMT program purchased by CCA in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to CAC. At a minimum, CCA students shall meet the following CCA eligibility criteria:

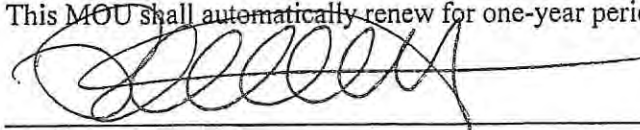
1. Written permission from the student's parent(s) or legal guardian(s), to participate in the program.
2. Maintain 3.0 cumulative GPA at CCA.
3. Must complete 50% of his/her coursework at CCA.
4. Must complete one semester of non-credit or credit certificate programs with CCA.
5. Cannot be involved in the academic escalation process.
6. Are satisfactorily meeting high school graduation requirements, as determined by CCA.
7. Students must provide CAC with proof of health insurance coverage.
8. Students must have completed and submitted PA Department of Health Parental Consent forms.
9. Students must submit a completed application to the PA Department of Health within the first week of class.

Student High School Credit

CAC 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 the course.

Termination and Renewal

This MOU may be terminated by either party with thirty days' notice. Any CCA students enrolled in CAC program at the time of termination shall remain enrolled through the end of the course. This MOU shall automatically renew for one-year periods unless terminated by either party.



Date: 02/22/2022

Robert F. Mateff, Sr.
Chief Executive Officer
Cetronia Ambulance Corps
610-398-0239
Mateffr@cetronia.org



Date: 2/9/2022

Thomas D. Longenecker
President and CEO
Commonwealth Charter Academy

Memorandum of Understanding Between Commonwealth Charter Academy and Central Penn College

This Memorandum of Understanding (MOU) establishes an agreed-upon plan whereby eligible students from Commonwealth Charter Academy Charter School (CCA), a K-12th grade public cyber charter school operating in Pennsylvania, will take courses purchased by CCA from Central Penn College (CPC), a private, for-profit college in Pennsylvania offering in-person and online courses. This MOU shall be effective beginning July 1st 2022 through June 30, 2024.

Background

Pennsylvania public schools, including cyber charter schools, are encouraged to offer college and career readiness programs. Rigorous courses of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, concurrent-enrollment 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. 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. The Pennsylvania Department of Education recognizes that charter schools and cyber charter schools can purchase courses from post-secondary institutions and offer them as part of their own curriculum, with the post-secondary institution making independent determinations to award credit to students successfully completing the courses.

CPC is a private, for-profit college that will be offering CPC courses that will be taught by CPC staff, available to CCA students at CPC's Summerdale campus, Lancaster Center and online. CPC is approved by the Pennsylvania Department of Education and is accredited by the Middle States Commission on Higher Education, one of six regional accreditation organizations recognized by the U.S. Department of Education. CPC offers a concurrent-enrollment program for high school sophomores, juniors, and seniors. The Mission of Central Penn is to open opportunities to students from a variety of academic backgrounds by providing the education needed for employment and advancement in their fields. Articulation agreements enable the college to facilitate students' ability to earn college and high school credit simultaneously as well as increase the ability of transfer of predetermined credits into the college. CPC enters collaborative relationships with institutions that contain academic and technological courses and programs that are parallel CPC's academic courses and programs, maximizing transferable credits.

Course Offerings, Enrollment, Fees, and Payment

Pursuant to this MOU, CCA will purchase courses from CPC offered as concurrent-enrollment courses. The courses will be taught by CPC staff and available to CCA students CPC's Summerdale campus, Lancaster Center and online. These college courses are offered with the intent of providing instruction for CCA high school students and will be applied to meet high school graduation requirements. A student will receive college credit from CPC for successfully completing courses as determined by CPC; depending on the course, three or four (three class credits and one lab credit) college credits will be awarded to a student for each concurrent-enrollment course successfully completed.

CPC will allow CCA to review a course syllabus to ensure that the course is appropriate to recommend and/or provide concurrent-enrollment credit for its students. Courses that may be purchased under this MOU are subject to approval by CCA's President and CEO or designee and CPC's President or designee.

Students who enroll in courses outside of CCA's internal approval are subject to CCA's and CPC's academic and financial policies.

Courses will be purchased by CCA on a per-seat basis, with a seat consisting of one student in one course. CCA will be charged \$350 for a 3-credit course and \$450 for a 3-credit course with a 1-credit lab, with an additional charge for books. Book prices will be made available at least 30 days before the start of the CPC class term. CPC shall notify CCA of any changes in these fees at least 90 days before the change and submit an updated addendum to CCA formalizing the new agreed upon price.

CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and CPC. CPC 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 CPC courses. Courses purchased by CCA under this MOU shall also be subject to the requirements of CPC concurrent-enrollment courses as offered to students at other schools.

CPC shall provide to CCA on a monthly basis an invoice for the course fees (credits and books) for each student that started a course in the invoicing period. 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.

CPC will conduct background checks and employment suitability reviews in accordance with state law and university policy.

Student Eligibility Criteria

Students will be enrolled in CPC courses purchased by CCA in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to CPC. At a minimum, CCA students shall meet the following CCA eligibility criteria:

1. Written permission from the student's parent(s) or legal guardian(s), to participate in the program.
2. Maintain 3.0 cumulative GPA at CCA.
3. Must complete 50% of his/her coursework at CCA.
4. Must complete one semester of courses with CCA.
5. Cannot be involved in the academic escalation process.
6. Are satisfactorily meeting high school graduation requirements, as determined by CCA.
7. Students must meet course prerequisites and take placement tests in accordance with CCA's policies.

All students enrolled in CPC courses purchased by CCA shall also meet CPC's eligibility requirements. Students shall be permitted to take no more than eight CPC concurrent-enrollment courses, whether purchased by CCA under this agreement or completed by the student by other means.

Student High School and College Credit

CPC 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 "C" or better in the CPC course. CCA will award students (1 or ½ high-school credit) for each course successfully completed. CPC shall award the student three college-credits for each successfully completed course and four credits for a course that contains a lab (three credits for lecture and one credit for the lab).

Termination and Renewal

This MOU may be terminated by either party with 30-days notice. Any CCA students enrolled in CPC courses at the time of termination shall remain enrolled through the end of the course. This MOU shall automatically renew for one-year periods unless terminated by either party.

Contact Persons

The CCA and CPC contact persons for this MOU shall be:

For CCA

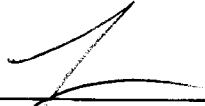
Andrew Kalahanis
Director of Innovative Programs
Commonwealth Charter Academy
1501 Lehigh St., Suite 103
Allentown, PA, 18103
484-280-5856
akalahanis@ccaeducate.me

For CPC

Dr. Krista Wolfe
Provost/ Vice President of Academic Affairs
Central Penn College
600 Valley Road
Summerdale, PA 17093
717-728-2276
kristawolfe@centralpenn.edu

SIGNATURES

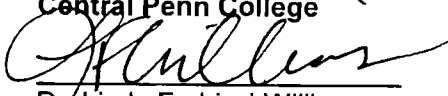
Commonwealth Charter Academy Charter School



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

4 / 13 / 2022
Date

Central Penn College



Dr. Linda Fedrizzi-Williams
President
Central Penn College

3 / 9 / 22
Date



Agreement Between Commonwealth Charter Academy and Energy Coordinating Agency (ECA)

This course use agreement establishes an agreed-upon plan whereby eligible students from **Commonwealth Charter Academy Charter School (CCA)**, a K-12th grade public cyber charter school operating in Pennsylvania, will be able to participate in programs, training, and preparing for industry certifications purchased by CCA from **Energy Coordinating Agency (ECA)**. This Agreement shall be effective beginning **July 1, 2022 through June 30, 2025**.

Background

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, concurrent-enrollment 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 168 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 institution of higher education.

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).

Course Offerings, Enrollment, Fees, and Payment

CCA will procure from ECA **career-readiness, workforce development, and related services** for CCA students in grades 11 and 12 at CCA. These programs will be taught by ECA staff and available to the CCA students online and in person at ECA at 106 West Clearfield St., Philadelphia, PA. These programs are offered with the intent of providing instruction for CCA high school students and will be applied to meet high school graduation requirements. ECA’s **6-month, 330-hour “green” Residential Renovation and Retrofit construction certification program** is designed to prepare individuals for entry-level jobs in residential construction skills related to the trades and deconstruction and demolition.

These courses do not offer post-secondary credit; however, students may be eligible to earn industry recognized credentials and certifications upon successful completion of the course and passing scores on applicable examinations.



ECA will allow CCA to review a program curriculum to ensure that it is appropriate to recommend and/or provide concurrent-enrollment credit for its students. Students who enroll in programs outside of CCA's internal approval are subject to CCA's and ECA's academic and financial policies.

Courses will be purchased by CCA on a per-seat basis, with a seat consisting of one student in one program. CCA will be charged **\$ 5,500.00 per student**, which shall be inclusive of books, test fees, instructor, and certification of completion. This amount is nonrefundable. No additional costs will be charged to CCA or the students.

CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and ECA. ECA 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 ECA courses.

ECA shall provide CCA an invoice for the course fees for each student 3 weeks prior to the start of the class. 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.

ECA agrees to comply with all federal and state laws and CCA Board policies regarding 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. ECA further agrees to keep confidential any proprietary information shared with it by CCA. ECA will sign such documents provided by CCA to confirm compliance with the forgoing.

Student Eligibility Criteria

Students will be enrolled in ECA's 6-month, 330-hour hybrid (virtual & in-person) construction certification program purchased by CCA in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to ECA. At a minimum, CCA students shall meet the following CCA eligibility criteria:

1. Written permission from the student's parent(s) or legal guardian(s), to participate in the program.
2. Maintain a 2.5 cumulative GPA at CCA.
3. Must complete 50% of his/her coursework at CCA.
4. Must complete one semester of non-credit or credit certificate programs with CCA.
5. Cannot be involved in the academic escalation process.
6. Are satisfactorily meeting high school graduation requirements, as determined by CCA.
7. CCA will submit to ECA a Letter of Recommendation, GPA, and Record of Attendance for each applicant.



Student High School Credit

ECA 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 the course.

Termination and Renewal

This Agreement may be terminated by either party with thirty days' notice. Any CCA students enrolled in the ECA program at the time of termination shall remain enrolled through the end of the course. This MOU shall automatically renew for one-year periods unless terminated by either party.

A blue ink signature of Steve Luxton, consisting of stylized initials and a surname.

Date: 06.21.2022

Steve Luxton,
Executive Director/CEO
Energy Coordinating Agency
106 W Clearfield St. Philadelphia, PA
Philadelphia, PA

A blue ink signature of Thomas D. Longenecker, featuring a large, sweeping initial 'T' followed by the surname.

Date: 6/15/2022

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



Agreement Between Commonwealth Charter Academy and Evolve Youth Trades Academy

This course use agreement establishes an agreed-upon plan whereby eligible students from **Commonwealth Charter Academy Charter School (CCA)**, a K-12th grade public cyber charter school operating in Pennsylvania, will be able to participate in programs, training, and preparing for industry certifications purchased by CCA from **Evolve Youth Trades Academy**. This Agreement shall be effective beginning **July 1, 2022 through June 30, 2025**.

Background

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, concurrent-enrollment 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 168 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 institution of higher education.

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).

Course Offerings, Enrollment, Fees, and Payment

CCA will procure from **career-readiness, workforce development, and related services** offered as a concurrent-enrollment option for CCA students in grades 9-12. These programs will be taught by Evolve Youth Trades Academy staff and available to the CCA students online and in person at Evolve Youth Trades Academy at 1500 North 3rd St., Harrisburg, PA. These programs are offered with the intent of being applied to meet high school graduation requirements. Evolve will provide **instructional and hands-on experience for: carpentry, plumbing and electrical, and provide a transition for students into an apprenticeship program after high school**. Evolve Youth Trades Academy’s goal is to provide a vocational program that focuses on the skills, knowledge, and abilities that will prepare youth for the workplace in the trades. Students may be eligible to



earn industry recognized credentials and certifications upon successful completion of the course and passing scores on applicable examinations.

Evolve Youth Trades Academy will allow CCA to review a program curriculum to ensure that it is appropriate to recommend and/or provide concurrent-enrollment credit for its students.

Students who enroll in programs outside of CCA's internal approval are subject to CCA's and Evolve Youth Trades Academy's academic and financial policies.

Courses will be purchased by CCA on a per-seat basis, with a seat consisting of one student in one program. CCA will be charged **\$3,600.00** per student, which shall be inclusive of books, test fees, instructor, and certification of completion. This amount is nonrefundable.

CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and Evolve Youth Trades Academy. Evolve Youth Trades Academy 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 Evolve Youth Trades Academy courses.

Evolve Youth Trades Academy shall provide CCA an invoice for the course fees for each student 3 weeks prior to the start of the class. 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.

Evolve Youth Trades Academy agrees to comply with all federal and state laws and CCA Board policies regarding 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. Evolve Youth Trades Academy further agrees to keep confidential any proprietary information shared with it by CCA. Evolve Youth Trades Academy Inc. will sign such documents provided by CCA to confirm compliance with the forgoing.

Student Eligibility Criteria

Students will be enrolled in Evolve Youth Trades Academy's 6-month, 240-hour hybrid Pre-Apprenticeship program purchased by CCA in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to Evolve Youth Trades Academy. At a minimum, CCA students shall meet the following CCA eligibility criteria:

1. Written permission from the student's parent(s) or legal guardian(s), to participate in the program.
2. Maintain a 2.5 cumulative GPA at CCA.



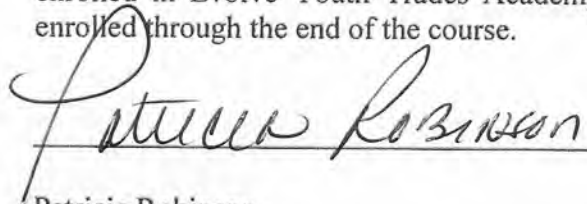
3. Must complete 50% of his/her coursework at CCA.
4. Must complete one semester of non-credit or credit certificate programs with CCA.
5. Cannot be involved in the academic escalation process.
6. Are satisfactorily meeting high school graduation requirements, as determined by CCA.

Student High School Credit

Evolve Youth Trades Academy 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 the course.

Termination and Renewal

This agreement may be terminated by either party with thirty days' notice. Any CCA students enrolled in Evolve Youth Trades Academy program at the time of termination shall remain enrolled through the end of the course.

 _____ Date: 6/22/22

Patricia Robinson,
CEO and Founder
Evolve Youth Trades Academy
4309 Linglestown Rd., Suite 203
Harrisburg, PA 17112

 _____ Date: 6/15/2022

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



Memorandum of Understanding

Purpose

Commonwealth Charter Academy (CCA) and Associated Builders & Contractors (ABC) Western PA Chapter seek to encourage the growth of career pathway opportunities for CCA students in the construction sectors through pre-apprenticeships. The development of pre-apprenticeships will provide students career-specific skills in the construction field, advance work-readiness, and connect to longer-term career opportunities.

Term

This Memorandum of Understanding shall be in effect during the 2022-23 school year (July 1, 2022 – June 30, 2023) and each successive school year thereafter unless superseded by agreement of CCA and ABC or terminated by either party by providing 30 days written notice to the other party.

Potential Trades (apprenticeship training is not offered in each trade every year)

Electrical	Carpentry	Roofer
Construction Craft Laborer	Sprinkler Fitter	Sheet Metal Worker
Bricklayer		

Additional trades may be added

Terminology

NCCER: National Center for Construction Education and Research (NCCER) developed a training curriculum for more than 70 different craft areas. NCCER curriculum is taught by accredited contractors, associations, and construction users worldwide. The "Core Curriculum" is taught to all ABC apprentices in each of the trade areas.

Curriculum: NCCER curriculum developed by NCCER and published by Pearson

OJL: On-the-job learning hours; earned only while doing actual work outside of the classroom

Length of Pre-apprenticeship: 64 Hours (16 weeks)

Cost per student: \$2,500

Location: ABC Western PA Chapter, Gibsonia, PA

<u>Class Size:</u>	Maximum: 20 students; Minimum: 5 students
<u>When:</u>	16 days/4 hours per day
<u>Who:</u>	CCA students in the 11 th and 12 th grades
<u>Instructor:</u>	Various, by class

One of the major services that NCCER provides is its National Registry. The National Registry is maintained and updated by NCCER and is a secure database which tracks the credentials of all the craftsmen who participate in NCCER's training and assessment programs.

Enrollment below 5 Students if built as a CCA-only class

CCA will be charged the total cost of the program (\$2,500 per student) for a minimum of 5 students throughout the program. If the number of students enrolled in the program drops below 5, CCA will be invoiced for 5 students for the program to continue.

NCCER National Registry

All students must complete the NCCER Registration & Release Form to participate in the program. All costs associated with registration with NCCER are included in the cost-per-student fee. ABC of Western PA will provide required record keeping. Invoicing will be submitted to CCA when NCCER release forms are received by ABC.

Entry into the NCCER National registry will be completed when payment has been received by ABC from CCA. This is not dependent upon the student being hired by an ABC member company or being enrolled in the ABC apprenticeship program.

Program Oversight

The school shall have one designated liaison responsible for facilitating the above stated process with the ABC Western PA Chapter.

Advancement in ABC Keystone Chapter Apprenticeship Program

Criteria for CCA graduates to come into the ABC Western PA Chapter registered apprenticeship programming at a different level than the beginning will be dependent on the modules completed as well as the following:

- I. NCCER Text
 - a. NCCER text is used as a primary text for that course throughout the year (including Core modules)
 - b. Instructors are certified by NCCER through ABC Western PA Chapter or other acceptable NCCER entity.
- II. NCCER Module Tests

- a. Students must take all module written tests, with score of 70% or higher. One retest module is permitted.
- b. Students must pass all module performance tests.
- c. When the above occur for all modules of the Core curriculum, the student will be granted credit for the NCCER Core Level of an ABC Western PA Chapter first-year registered apprenticeship program.

III. Record Keeping

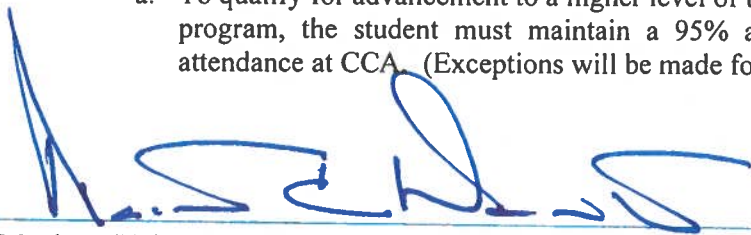
- a. At the beginning of each year, NCCER Registration & Release forms will be signed by students (and parents if student is under 18) and sent to the ABC office within two weeks of the start of class.
- b. ABC Western PA will register each student in the NCCER Registry System.
- c. All written tests must be completed using the NCCER Online Testing Portal. Tests results are automatically recorded in the NCCER system. The registry is automatically updated upon successful completion of each module exam.
- d. ABC of Western PA will provide CCA and the student with a copy of their earned credentials at the completion of the program.

IV. OJT Hours

- a. Students may earn OJT hours while working on projects outside the classroom and while on co-op jobs if applicable.

IIV. School Attendance

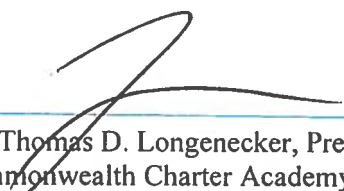
- a. To qualify for advancement to a higher level of the ABC of Western PA academic program, the student must maintain a 95% attendance record during his/her attendance at CCA. (Exceptions will be made for extenuating circumstances)



Matthew Waltman, Director of Education & Workforce Development
ABC Western PA Chapter

11/8/2022

Date



Mr. Thomas D. Longenecker, President and CEO
Commonwealth Charter Academy

11/4/2022

Date

DUAL CREDIT AFFILIATION AGREEMENT
COMMONWEALTH CAMPUSES

THIS AGREEMENT ("Agreement") is made and entered into as of the date of the last signature (the "Effective Date") by and between The Pennsylvania State University, a state-related institution and instrumentality of the Commonwealth of Pennsylvania ("University"), and Commonwealth Charter Academy or CCA ("CCA").

WHEREAS, University offers dual credit coursework (the "Program") to certain qualified high school students and CCA desires to make the Program available to its students; and

WHEREAS, For any dual credit programs, Pennsylvania law requires school entitles to enter into agreements with institutions of higher education and this agreement outlines the requirements required under 24 Pa. Stat. § 15-1525

WHEREAS, the parties desire to define their roles and responsibilities with respect to the Program consistent with Pennsylvania law.

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual promises and covenants contained herein, and intending to be legally bound hereby, the parties agree as follows:

1. Term and Termination.

- (a) Term. This Agreement shall commence on the Effective Date and shall continue for a period of five (5) years. Upon the expiration of this Agreement, this Agreement shall automatically renew for successive twelve (12) month periods.
- (b) Termination of Agreement. This Agreement may be terminated by either party, with or without cause, at any time, upon sixty (60) days prior written notice to the other party; provided, however, that any student already enrolled and participating in dual credit coursework as of the effective date of termination shall be permitted to complete their then-current coursework.

2. Student Eligibility and Enrollment

Students who meet the following criteria are eligible to participate in the Program:

- (a) Students who have completed their 11th grade year or are currently in their 12th grade year of high school are eligible to enroll in the Program. (See e below for exceptions.)
- (b) Students must have completed one semester of non-credit or credit certificate programs with CCA or otherwise show evidence of success in similar programs in their former district.
- (c) The student must submit an enrollment form, signed by the CCA to the University campus where they plan to enroll, along with an official high school transcript, and parent/guardian permission.
- (d) Deadlines for Program applications are August 1 for fall semester, December 1 for spring semester, and June 1 for summer session.
- (e) Exceptions for underclass students are considered on a case-by-case basis. These students must

submit the enrollment application, signed by CCA, a high school transcript and a letter or recommendation from the School District.

- (b) Students who have graduated from high school are not eligible for the Program.
- (c) Any student enrolled in the Program must be making satisfactory progress toward fulfilling secondary school graduation requirements and have been approved for university-level coursework as determined by CCA and approved by the University.
- (d) Students in the Program must maintain a minimum cumulative grade point average of 2.0 in each University course in which the student is enrolled, maintain a 2.5 CCA GPA, and be satisfactorily meeting high school graduation requirements, as determined by CCA.

3. Courses Offered

- (a) The University will share the list of courses eligible for the Program with CCA.
- (b) Whenever possible, University courses are aligned to the student's high school graduation requirements, the requirements of a career and technical education (CTE) program offered by CCA, or a career pathway offered by CCA.
- (c) Courses may be offered in person, online or as a combination of in person and online.
- (d) Credits earned by students enrolled in the Program shall be equivalent to the credits offered to a postsecondary school student regularly enrolled at the University, including without limitation enforced prerequisites, and the use of an identical curriculum, assessments and instructional materials, and shall be recorded on a University transcript which shall be available to any student enrolled in the Program. Course descriptions are publicly available in the University Bulletin which is accessible through the University's Registrar's website.
- (e) The courses will be non-remedial.

4. Program Instruction

- (a) Program courses will be taught by instructors hired and approved by the University. Program courses may be taught online, hybrid, on a University campus, or at a School District location, as determined by the University and the School District.
- (b) In compliance with Pennsylvania Child Protective Services Law and University policy, the University will confirm that faculty who teach classes in which dual-enrolled students under the age of 18 are registered; are required to have the following three clearances: Pennsylvania State Police Criminal Background Check (SP4-164), Pennsylvania Child Abuse History Clearance Form (CY-I 13), and Federal (FBI) Fingerprint Criminal Background Check (Criminal History Report) and that they have completed University mandatory reporter training as required by University policy in effect from time to time.
- (c) CCA students shall enroll in the courses designated pursuant to guidelines agreed to by CCA and the University. University 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 University courses.

5. Course registration process and deadlines

- (a) Students in the Program may schedule up to eight (8) credits in each of the fall and spring semesters or in the summer between their junior or senior year.
- (b) CCA and the University must both approve each student's course selection prior to enrollment for any student seeking participation in the Program.
- (c) CCA will award credit for and recognize courses that are successfully completed under this Agreement as fulfilling the appropriate secondary school graduation requirements.
- (d) 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 Program courses at CCA.
- (e) The University will award postsecondary credits to students who successfully complete courses in the Program. The University will apply these credits in the same manner as for other regularly enrolled University students.
- (f) If a Program student becomes a regularly enrolled student at the University following graduation from secondary school, the University shall recognize credits earned in the Program as applying toward the student's degree requirements as it would for any other regularly enrolled postsecondary student who took the courses.
- (g) CCA students who enroll in IHE courses outside of CCA's internal approval are subject to CCA's and University's academic and financial policies.

6. Communication of Program

Both the University and CCA agree to provide a mechanism for communicating the educational and economic benefits of higher education as well as the requirements for participation and enrollment procedures outlined in this agreement to parents and students.

7. Additional Administrative Responsibilities

(a) Data Sharine:

- 1. The Family Educational Rights and Privacy Act of 1972 ("FERPA"), 20 U.S.C. § 1232g and its implementing regulations allows student education records to be shared between the University and CCA without the need for signed releases from students or parents.
- 2. The Enrollment Management Office at the University campus will provide information on the following items to CCA:
 - The names of students enrolled in dual enrollment.
 - Courses that were taken by each student.
 - Grades earned by the student
- 3. The University will notify CCA of any mid-semester progress reports that indicate that a dual credit student is in risk of failing a course.

(b) Program Costs

1. Penn State University's tuition for courses available through the Program is updated annually and is publicly reported through Penn State's Tuition Calculator located at the University's Bursar website.
 2. Students enrolled in the Program receive tuition support from the University that is equivalent to 50% of the in-state tuition rate.
 3. Students receiving the Penn State employee dependent tuition discount are not eligible for both the Penn State dual credit and the employee dependent tuition discount.
 4. If grant funding is provided by the School District, it will be forwarded to Penn State to reduce the cost of tuition and fees.
 5. CCA will pay the fees and costs set forth in Attachment I to this agreement, which shall be inclusive of tuition, books, test fees, instructor, certification of completion, and all other fees and costs necessary for the student's enrollment and participation in the course(s). This amount is non-refundable after the university's drop/add period. No additional costs will be charged to CCA or the students unless agreed to in writing by CCA and the university.
 6. The University shall 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 in the University. Should the University determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the designated courses, the University will contact CCA prior to seeking payment or proceeding with the student's enrollment.
 7. The University shall provide CCA an invoice for the course fees for each student. The invoice shall provide CCA with the name of each student and the course(s) in which the student is 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.
 8. Students are responsible for their own transportation to and from the University.
- 8. Disability Services.** Students in the Program are admitted without regard to disability and are held to the same standards and expectations as all other regularly enrolled University students.
- (a) Students are responsible for contacting the University's Office of Student Disability Resources ("SOR") to seek out accommodations under the Americans with Disabilities Act ("ADA") and to self-disclose any disabilities.
 - (b) Accommodations provided by the University may not be the same as those contained in the student's Individualized Education Program and 504 program processes receive at their secondary institution.
 - (c) CCA may work in collaboration with SOR in connection with seeking reasonable accommodations under the ADA. Students interested in the Program may engage with SOR upon acceptance into the Program and any accommodation letters would be issued upon enrollment.

9. Non-Discrimination

The University and CCA agree that, in performing their obligations pursuant to this Agreement, to provide a safe academic and working environment free from discrimination and harassment. Discrimination, harassment and retaliation on the basis of protected status, including an individual's race, color, creed, ethnicity, ancestry, national origin, genetic information, sex, gender, gender identity or expression, sexual orientation, age, religion, marital status, veteran status, disability or physical ability, socioeconomic background, or other legally protected classification, are unlawful and strictly prohibited.

10. Miscellaneous Provisions

- (a) Independent Contractor Status of the Parties. The parties hereby acknowledge that they are independent contractors, and neither the University nor any of its agents, representatives, students or employees shall be considered agents, representatives or employees of CCA and, further, neither CCA nor any of its agents, representatives or employees shall be considered agents, representatives or employees of University. In no event shall this Agreement be construed or represented by either party as establishing a partnership or joint venture or similar relationship between the parties hereto. The University and CCA shall be liable for their respective debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits on behalf of their respective employees.
- (b) Responsibility. Each party shall be responsible for its own acts and omissions, and those of its trustees, directors, officers, employees, and agents.
- (c) Notices. All notices, requests and other communications pursuant to this Agreement shall be in writing and sent by first class mail or email to each party to the following address, or by email:

UNIVERSITY:

Ryan Service Manzo, Director of Enrollment Services
rjs434@psu.edu
Penn State University, York Campus
1031 Edgecomb Avenue
York, PA 17403

CCA:


Commonwealth Charter Academy
Stephanie McHugh, Ed.D., NCC
Vice Provost of K-12 Career Readiness
smchugh@ccaeducate.me
CCA Pittsburgh Waterfront Family Service Center

162 E. Bridge Street
Homestead, PA 15120

1. Entire Agreement. This Agreement contains the entire agreement between the parties, and supersedes all prior and contemporaneous understandings, whether written or oral, with respect to the subject matter hereof. This Agreement may not be amended or modified except in a writing signed by both parties.
2. Governing Law. This Agreement shall be governed and construed in accordance with the laws of the Commonwealth of Pennsylvania without reference to its conflicts of laws principles.
3. Execution:Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original, and all of which together shall be deemed to be one and the same agreement or document. Signatures and signed copies of this Agreement transmitted by facsimile, email or other means of electronic transmission shall constitute effective execution and be deemed to have the same legal force and effect as delivery of an original executed copy of this Agreement for all purposes.
4. No Waiver. The failure of any party hereto to exercise any right, power or remedy provided under this Agreement or otherwise available in respect hereof at law or in equity, or to insist upon compliance by any other party hereto with its obligations hereunder, and any custom or practice of the parties at variance with the terms hereof, shall not constitute a waiver by such party of its right to exercise any such or other right, power or remedy or to demand such compliance.
5. Publicity. Neither party may use the name, logos, or marks of the other without the prior written consent of the other party.

[SIGNATURES APPEAR ON THE FOLLOWING PAGE]

For the School:




Tom Longenecker, President & CEO

6/14/2023
Date




Stephanie McHugh, Vice Provost for K-12 Career Readiness

7/31/2023
Date

For the University:


David Christiansen
Penn State York

8/3/23
Date



David M. Callejo Pérez
Interim Vice President for Commonwealth
Campuses and Executive Chancellor

8/14/2023
Date

**Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter
School and Penn State University**

ATTACHMENT 1

COURSES

Note: Fall 2023 York courses are currently available. Spring 2024 courses will be available in October, 2023.

- English
- Speech
- Psychology
- Math
- Science
- Social/Studies/History
- Additional electives

Students interested in attending campuses other than York, should contact those campuses for course offerings.

FEES

PSU tuition, fees, and costs are determined annually and are available via the Penn State University Tuition Calculator on the University Bursar's website. For the purposes of finalizing the agreement the 22-23 Dual Enrollment costs for a subset of campuses appear below.

Tuition Rates for Penn State Brandywine, Hazleton, Lehigh Valley, Schuylkill, Scranton and York			
PA Tuition Rate		Student Fee	
Per Credit Tuition Rate	\$ 605.00	Student Fee 1-4 credits	\$ 86.00
Dual Enrollment Tuition Support	\$(303.00)	Student Fee 5-8 credits	\$ 209.00
Per Credit for Dual Enrollment	\$ 302.00		
*Book Expenses are not included in the above rates			
*Rates are subject to change			

Note: dual credit applies for students with 12 or fewer credits.

Special Note: This agreement is not applicable for the following campuses: PSU World Campus, University Park, Harrisburg, Altoona, nor Abington campuses. Due to high enrollment levels at these campuses, dual enrollment is not offered. This agreement is applicable immediately to the York Campus and 15 additional PSU campuses across Pennsylvania.

Agreement between
COMMUNITY COLLEGE OF PHILADELPHIA
On behalf of the Division of Strategic Initiatives and Community Engagement
And
Commonwealth Charter Academy Charter School

This Agreement between Commonwealth Charter Academy Charter School a Pennsylvania public cyber charter school, located 1000 Sandy Hill Rd #150, Norristown, PA 19401, and Community College of Philadelphia, a public institution of higher education, located at 1700 Spring Garden Street, Philadelphia, PA 19130, on behalf of the College's Division of Strategic Initiatives and Community Engagement is entered on this first day of August, 2023, and will span three years through July 31, 2026. The Agreement will automatically renew for one-year periods unless otherwise stipulated by CCA and/or the Community College of Philadelphia.

Whereas, pursuant to Section 1525 of the Pennsylvania Public School Code of 1949, as amended July 8, 2022, school entities, as defined therein, must enter into agreements with institutions of higher education (IHE) approved to operate in the Commonwealth of Pennsylvania to permit enrolled students to attend the institution of higher education while enrolled in CCA;

Whereas, Community College of Philadelphia is an institution of higher education (IHE) approved to operate in the Commonwealth of Pennsylvania which offers dual enrollment programming for secondary education students;

Whereas, to fulfill the requirements of Section 1525 of the Pennsylvania Public School Code of 1949, as amended July 8, 2022, CCA desires to contract with CCP to provide dual enrollment academic programming for its students;

NOW, THEREFORE, in consideration of the mutual covenants, undertakings and promises contained herein, the parties hereto, intending to be legally bound, agree to the following terms and conditions:

1. **Term and Termination.** This Agreement shall commence as of August 1, 2023 and shall be for a term of three years, and thereafter shall be renewed for additional one-year terms, unless either party shall give the other written notice of its intent not to renew this Agreement within ninety (90) days prior to the expiration of the then current term. This Agreement may be terminated at any time by mutual consent. This Agreement may be terminated without cause upon at least ninety days' written notice by either CCP or CCA; provided however that such termination shall not be effective until completion of any academic programming for the students who are currently enrolled in any courses at the time of the termination notice. Either party may terminate this Agreement in the event of a material breach of the Agreement by the other party if the non-breaching party has given written notice of such breach, and the breaching party has not cured the breach within thirty (30) days of such notice. In the event this Agreement is terminated due to CCA's breach, CCA shall remain obligated to provide payment for all services provided by CCP through the effective date of termination pursuant to the terms set forth in this Agreement.

2. Academic Services.¹ In accordance with the College's admission and testing policies as more fully specified in Section 6 of this Agreement, students from CCA may enroll in the Advance at College or Summer ACE program or other credit courses at CCP's Main Campus and/or Regional Centers. At CCP's discretion, the courses may be offered in-person, fully online, or in a hybrid format. CCA will have responsibility for advising students as to how to align courses with CCA graduation, program, or pathway requirements.
3. Credits. The credits earned by students enrolled in courses at CCP pursuant to this Agreement shall be the same credits offered to postsecondary students enrolled at the CCP. 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 Advanced Placement (AP) Program courses at CCA.
4. Payment.² CCA will pay the full tuition and fees for any students taking courses in CCP's Advance at College (dual enrollment), Summer ACE program, or other credit courses at CCP's Main Campus or Regional Centers. CCP will invoice CCA each semester that a student takes a course at CCP. Invoicing shall occur after enrollment has been confirmed.
 - a. The course tuition and fees do not include textbooks. CCA shall also pay the full cost of any required textbooks or course materials and supplies and will be separately invoiced for the costs of textbooks and supplies. Payment must be submitted within ten days upon receipt of the invoice from CCP or students may be dropped from the class.
 - b. Withdrawal/Add/Drop: CCA understands and agrees that it will be required to pay for the course (tuition and fees) and textbooks even if a student or students withdraw from the course or the program on or after the first day of class.
 - c. Payment by CCA is not contingent upon a student's completion of or performance in any or all courses and/or any other restriction other than enrollment. Courses offered at CCP will not exceed CCP's current rate per credit/per course/per student. *Tuition charges will be determined based upon the student's residency.*
5. Staffing. CCP will provide qualified faculty to facilitate and teach courses as is the standard process under the Advance at College and Summer ACE programs.
6. Applications for Admission. Student applications used for admission to the Advance at College (dual enrollment) program and/or the Summer ACE program are the current applications as supplied/published electronically or on paper and must be submitted to the appropriate College office as directed on or before the mutually agreed upon date between the two parties. Application submission dates must be in advance of any established application and processing deadlines established by CCP for the relevant semester(s) students are enrolled. CCP reserves the right not to accept applications received after this mutually agreed upon date. All students who have applied to Advance at College (dual

¹ Course offerings are subject to CCP's scheduling policies and vary by term.

² Current Advance at College rate is \$159 per credit. Current Summer ACE rate is \$250 per course/per student. Rates subject to change. Payee will be notified in advance of any change in costs related to this agreement.

enrollment) are required to go through CCP's processes to determine proper course placement, unless otherwise determined by CCP. Students who have successfully completed credit bearing courses will be given one free official transcript that can be applied toward their course of study at CCP upon high school graduation or at another postsecondary institution of their choice.

7. Student Eligibility. CCA students who meet all of the following criteria are qualified to participate in the dual credit programs and will be enrolled in the Community College of Philadelphia (CCP) under this Agreement and in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to CCP upon request. At minimum, CCA students shall meet the following eligibility criteria:
 - a. Student must be in Grades 7-12 and registered for the programs, courses, training, and other educational offerings of CCP as agreed to by CCP and CCA.
 - b. Student must obtain written permission from student's parent(s)/legal guardian(s) to participate in the program via the CCA Intent-to-Return/Course Selection protocols and/or the admissions procedures of CCP.
 - c. Student must maintain a 2.5 CCA GPA or otherwise qualify (e.g. certain courses may require placement testing or particular prerequisites).
 - 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 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 CCP and CCA (may include recommendations, entering and maintained GPA, standardized test scores, an placement exams if necessary).
 - h. Student eligibility must be verified each term by CCA.
 - i. 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 CCP 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

Exceptions to the above eligibility requirements may be made for CCA learners of any grade level who exhibit readiness for college-level coursework, pending agreement to waive the eligibility requirements by both CCA and CCP.

8. Confidentiality, Student Records. CCA acknowledges that CCP is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and its implementing regulations, which limit the transfer and re-transfer of education records and personally identifiable information in education records, including but not limited to any academic or

grade information, attendance, truancy, discipline, receipt of special education services or supplementary educational services, social security or public benefits, or information as to race, ethnicity or disability.

CCP designates CCA as a School Official under FERPA with legitimate educational interests in the education records and/or personally identifiable information of the students served under this Agreement. To the extent CCP shares any education records and/or personally identifiable information with CCA, CCA acknowledges that it will receive such education records and/or personally identifiable information in its capacity as School Official, and will comply with all FERPA requirements with regard to such information, including using such information only for the purpose for which the disclosure was made; keeping such information in strict confidence; and maintaining such information in a secure manner.

CCP shall transmit information or records protected by FERPA solely to the School employee listed in this section 7: Stephanie McHugh, Ed.D., CCA Vice Provost for K-12 Career Readiness, 162 E. Bridge Street, Homestead, PA 15120, smchugh@ccaeducate.me or designee.

CCA is also subject to FERPA (*i.e.*, CCA receives funds under programs administered by the U.S. Department of Education). Thus, CCA also designates CCP as a School Official and may release education records and personally identifiable information to CCP in accordance with FERPA. CCA may transfer records to Megan Barbano-Maxwell, Division of Access and Community Engagement, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130, Room S3-03, mbarbanomaxwell@ccp.edu.

9. Non-Discrimination. The parties hereto shall act in a nondiscriminatory manner regarding this Agreement and the participation of any student in any program shall not be based on race, color, religion, sex, sexual orientation, gender identity, national origin, age, veteran status and/or disability or any other status protected by federal, state or local law. The parties agree to provide reasonable accommodation(s) to permit a student with a disability to participate in the programs/courses to the extent that such would not fundamentally alter the program/courses or place an undue burden on the parties.
10. Independent Contractor. This Agreement does not create any partnership, joint venture, or other similar business arrangement between the parties. CCA is considered to be independently contracting with CCP and does not have any relationship with CCP other than as an independent contractor. CCA is not authorized to speak for or bind CCP with third parties in any manner. CCA and/or CCA's employees and agents are not entitled to CCP-paid compensation, insurances or benefits of any kind.
11. Indemnification. Both parties agree to defend, indemnify and hold harmless the other party and its directors, trustees, officers, employees, and agents from and against any and all liabilities (including all actions, claims, demands, losses, damage fees including reasonable attorney's fees and expenses incurred in defense thereof) relating to: (1) breach of this Agreement; or (2) the negligent acts or omissions by either party or any of its directors,

officers, trustees, agents, employees, faculty or students in connection with their participation in dual enrollment programs and/or pertaining to this Agreement.

Any indemnity granted shall be subject to the immunities and limitations on liability set forth in the Political Subdivision Tort Claims Act (the "Tort Claims Act"), 42 Pa. C.S.A. §§ 8541-8564, and the statutory limits thereof and any other immunity to which both parties are entitled. The provisions of the Tort Claims Act are incorporated by reference herein. Nothing shall be construed as waiving any of CCP's rights or immunities granted by the Tort Claims Act or as conferring upon third parties any rights against CCP not specifically granted by the Tort Claims Act.

Each party agrees that it shall give the other party prompt notice of any claim, threatened or made, or suit instituted against it which could result in a claim for indemnification as provided for above; provided, however, that failure to give such notice shall not be a waiver of a party's right to indemnification from the other. The indemnification obligations under this Agreement survive the expiration or termination of this Agreement.

12. Insurance. Each party shall maintain the following insurance with an insurance company with a reputable insurance carrier authorized to do business within the Commonwealth of Pennsylvania: (a) *Workers' Compensation and Employer's Liability.* Workers' Compensation limits shall be the statutory limits and employers' liability insurance, with limits of (1) \$100,000 Each Accident-Bodily Injury by Accident; (2) \$100,000 Each Employee-Bodily Injury by Disease; and (3) \$500,000 Policy Limit-Bodily Injury by Disease; and (b) *General Liability Insurance.* Limit of Liability: \$1,000,000 per occurrence combined single limit for bodily injury (including death) and property damage liability; \$2,000,000 general aggregate. The general liability insurance shall cover: premises operations; personal injury liability; employees and volunteers as additional insureds; broad form property damage. Each party shall provide the other party with a Certificate of Insurance prior to commencing services under this Agreement.
13. Headings. All paragraph and other headings and captions used herein are for convenience of reference only and shall not be used in the interpretation or construction hereof.
14. Notices. Notification to the College required by this Agreement should be addressed to Dr. David E. Thomas, Vice President, Strategic Initiatives & Community Engagement, M2-34C, 1700 Spring Garden St. Philadelphia, PA 19130, dthomas@ccp.edu. Notification to CCA required by this Agreement should be addressed to Dr. Stephanie McHugh, Vice Provost K-12 Career Readiness, 162 E. Bridge Street, Homestead, PA 15120, smchugh@ccaeducate.me.
15. Entireties. This Agreement constitutes the entire agreement between the parties and supersedes all prior agreements or understandings with respect to the subject matter hereof. This Agreement may not be modified or amended except by written agreement signed by each party hereto.

16. Governing Law. This Agreement shall be governed by the laws of the Commonwealth of Pennsylvania, and any dispute arising under this Agreement will be heard exclusively in the state or federal courts in Philadelphia, Pennsylvania.
17. Execution and Counterparts. Provided that all parties execute a copy of this Agreement, this Agreement may be executed in counterparts, each of which shall constitute an original, and all of which together shall constitute one and the same document. This Agreement may be executed by the parties and transmitted by facsimile or electronic transmission, and, if so executed and transmitted, shall be as effective as if the parties had delivered an executed original of this Agreement.

IN WITNESS WHEREOF, THE PARTIES HAVE CAUSED THIS AGREEMENT TO BE EXECUTED ON THE DATE FIRST WRITTEN ABOVE BY THEIR DULY AUTHORIZED AGENTS AND INTEND TO BE LEGALLY BOUND.

ACCEPTED FOR
COMMUNITY COLLEGE OF PHILADELPHIA


Dr. David Thomas
Vice President, Strategic Initiatives
and Community Engagement

Donald Generals, Ed.D, President

Date: _____

Date: _____

ACCEPTED FOR
Commonwealth Charter Academy Charter School



Thomas D. Longenecker
President and CEO
Commonwealth Charter Academy

Date: 8/9/2023

Addendum 1

Approved Community College of Philadelphia courses under this Agreement

Under this agreement, CCA students may take the following courses at the Community College of Philadelphia:

- Culinary:
 - CULA 161 Food Service, Safety, & Sanitation
 - CULA 170 Elementary Food Preparation, Principles, Practice
- Tourism & Hospitality Management
 - THM 110 Introduction to the Hospitality Industry
 - THM 112 Introduction to Tourism
- Automotive Technology
 - AT 100 Introduction to Automotive Technology
- American Sign Language
 - ASL 101 Elementary American Sign Language 1
 - ASL 102 Elementary American Sign Language 2
- Biomedical Technology
 - BMET 101 Biomedical Equipment Technology 1
 - BMET 102 Biomedical Equipment Technology 2
- Biology
 - BIOL 108 Essentials of Human Anatomy & Physiology
- Electronics
 - ELEC 120 Direct and Alternating Current Circuits
- Foundational Math
 - FNMT 118 Intermediate Algebra

CCA's CEO or designee may, in consultation with the Community College of Philadelphia (CCP) also allow CCA students to take additional courses through the CCP to meet student interest and college or career preparation objectives, and such additional courses shall be subject to the terms of the Agreement.

CCA acknowledges that all CCP course offerings are subject to CCP's scheduling policies and vary by term. CCP does not guarantee seats for CCA students.

**Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter School and
*Elizabethtown 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 K-12th grade public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by *Elizabethtown College*. This Agreement shall be effective **4/1/23**.

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 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 168 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.

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).

Course Offerings and Credit

1. CCA students enrolled in grades 7-12 may register for the courses, programs, training, and other educational offerings (IHE Courses) of **Elizabethtown College** as agreed to by CCA and **Elizabethtown College**.
2. The IHE Courses offered under this Agreement are included in Attachment 1; however, CCA's CEO or designee may, in consultation with **Elizabethtown College** also allow CCA students to take other IHE Courses through **Elizabethtown College** to meet student interest and college or career preparation objectives, and such additional courses shall be subject to the terms of this Agreement.
3. **Elizabethtown College** will award credits at or through **Elizabethtown College** to the CCA students in the same manner as those awarded to other individuals enrolled at **Elizabethtown College**.
4. The IHE 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.
5. 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 Program courses at CCA.
6. The IHE Courses will be taught by **Elizabethtown College** staff and available to the CCA students online, in-person, or a combination thereof.
7. **Elizabethtown College** will allow CCA to review appropriate IHE Course documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this agreement.

Enrollment, Fees, and Payment

8. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and **Elizabethtown College**. **Elizabethtown 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 **Elizabethtown College** courses.
9. CCA will pay **Elizabethtown College** the fees and costs set forth in Attachment 1 to this Agreement, which shall be inclusive of books, test fees, instructor, certification of completion, and all other fees and costs necessary for the student's

enrollment and participation in the course. This amount is nonrefundable. No additional costs will be charged to CCA or the students unless agreed to in writing by CCA.

10. CCA students who enroll in IHE Courses outside of CCA's internal approval are subject to CCA's and **Elizabethtown College** academic and financial policies.
11. **Elizabethtown 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 **Elizabethtown College**. Should **Elizabethtown College** determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, **Elizabethtown College** will contact CCA prior to seeking payment or proceeding with the student's enrollment.
12. **Elizabethtown College** shall provide CCA an invoice for the course fees for each student 3 weeks prior to the start of the class. 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.
13. **Elizabethtown College** agrees to comply with all federal and state laws and CCA Board policies regarding 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. **Elizabethtown College** further agrees to keep confidential any proprietary information shared with it by CCA. **Elizabethtown College** will sign such documents provided by CCA to confirm compliance with the foregoing.

Student Eligibility Criteria

14. Students will be enrolled in **Elizabethtown College** courses under this Agreement in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to **Elizabethtown College**. At a minimum, CCA students shall meet the following CCA eligibility criteria:

Student must:

- a. Obtain written permission from the student's parent(s) or legal guardian(s), to participate in the program.
- b. Maintain a 2.5 cumulative GPA at CCA.
- c. Must complete 50% of his/her coursework at CCA.

- d. Complete one semester of non-credit or credit certificate programs with CCA.
 - e. Not be involved in the academic escalation process.
 - f. Be satisfactorily meeting high school graduation requirements, as determined by CCA.
15. In consultation with the **Elizabethtown College**, CCA may waive the eligibility criteria above for a student.
16. **Elizabethtown 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 the course.

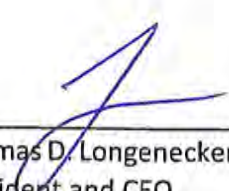
Termination and Renewal

17. This Agreement may be terminated by either party with 30 days' written notice to the other party. Any CCA students enrolled in the **Elizabethtown College** courses at the time of termination shall remain enrolled through the end of the course.
18. This Agreement shall automatically renew for one-year periods unless terminated by either party.



John F. Champoli
Vice President for Enrollment
Elizabethtown College

Date: 3/27/2023



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

Date: 8/9/2023

**Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter School and
Elizabethtown College**

ATTACHMENT 1

COURSES

- EN 1160- Film as Literature
- HCA 1620- Health Care Policy
- HS 1080- Introduction to Human Services
- FS 1500- Foundations for Accelerated Learning
- Additional courses available once mutually agreed upon: [Etown Course Listings](#)

FEES

\$100/credit + cost of books and/or course materials/fees

**Concurrent Enrollment Agreement Between
Commonwealth Charter Academy Charter School
and Harrisburg Area 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 K-12th Grade public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by **Harrisburg Area Community College (HACC)**. This Agreement shall be effective from August 1, 2023, through July 31, 2026, and will automatically renew for one-year periods unless otherwise stipulated by CCA and HACC.

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 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).

HACC, Central Pennsylvania’s Community College, is the first and largest of Pennsylvania’s 15 community colleges. HACC offers approximately 100 career and transfer associate degree, certificate and diploma programs to approximately 17,000 students. Also the college serves students at its Gettysburg, Harrisburg, Lancaster, Lebanon, and York campuses; through virtual learning; and via workforce development and continuing education training. HACC is approved by the Pennsylvania Department of Education and is accredited by the Middle States Commission on Higher Education, one of six regional accreditation organizations recognized by the US Department of Education.

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 7-12 may register for courses, programs, training, and other educational offerings (IHE courses) of HACC, as agreed to by CCA and HACC.
2. Courses offered under this Agreement are inclusive of all courses offered at HACC, pending available seats in programs. CCA’s CEO or designee may, in consultation with HACC, 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. Upon CCA’s request, HACC shall provide CCA with records of student course completion and final 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 C or better in each course.
4. HACC will award credits at or through HACC to the CCA students in the same manner as those awarded to other individuals enrolled at HACC.
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 a 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 HACC staff and available to the CCA students online, in-person, synchronously, asynchronously, or a combination thereof.
8. CCA students who enroll in HACC courses outside of CCA’s internal approval are subject to CCA’s and HACC’s academic and financial policies.
9. HACC 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 HACC. HACC 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 HACC courses.

ELIGIBILITY/ENROLLMENT CRITERIA

11. Students who meet all of the following criteria are qualified to participate in the program and will be enrolled in HACC courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to HACC upon request. At a minimum, CCA students shall meet the following CCA eligibility criteria:
 - a. Student must be in Grades 7-12 and registered for the programs, courses, training, and other educational offerings of HACC as agreed to by CCA and HACC.
 - b. Student must obtain written permission from student's parent(s) or legal guardian(s) to participate in the program (this may be obtained through admissions protocols).
 - c. Student must demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by HACC and CCA (may include recommendations, entering and maintained GPA, standardized test scores, use of multiple measures, and placement exams, if necessary).
 - d. Student must maintain a 2.5 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 HACC 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 HACC, CCA may waive the eligibility criteria above for a student.

COSTS AND BILLING

13. HACC 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 HACC 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 HACC 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. HACC 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 HACC. Should HACC determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, HACC will contact CCA prior to seeking payment or proceeding with the student's enrollment.

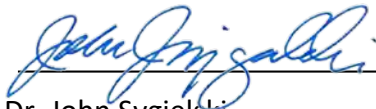
SPECIAL EDUCATION & COMPLIANCE

16. HACC 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. HACC further agrees to keep confidential any proprietary information shared with it by CCA. HACC will sign such documents provided by CCA to confirm compliance with the forgoing.
17. HACC adheres to the Americans with Disabilities Act Amendments Act (ADAAA) and Sections 504 and 508. CCA students who wish to have access to accommodations, must identify to HACC's Student Access Services (SAS) and submit documentation to determine appropriate accommodations under the ADAAA. CCA acknowledges that some accommodations occurring at the secondary level may not be appropriate at the post-secondary level.
18. All HACC students have access to tutoring and academic coaching through the Learning Commons. HACC's SAS shall connect CCA students who are registered for accommodations to the Learning Commons for support.

PARTNERSHIP

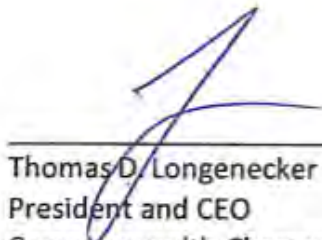
19. CCA and its employees and HACC and its employees shall both be properly insured and acknowledge and agree to be treated as independent contractors in partnership with one another.
20. Either party may terminate this Agreement for any or no reason provided the party who wishes to terminate this Agreement 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 HACC courses at the time of termination shall remain enrolled through the end of the course(s). This Agreement shall automatically renew for one-year periods unless terminated by either party.

21. 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. John Sygielski
President, HACC

Date: 09/05/2023



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

Date: 8/9/2023

ATTACHMENT 1

COURSES/PROGRAMS

Automotive Technology Program (first-semester courses only listed here; full Course Progression available)

1. AUTO 101, Automotive Fundamentals
2. AUTO 151, Braking Systems
3. AUTO 105, Fundamentals of Electrical/Electronics
4. AUTO 153, Suspension Systems

Radiology Informatics Program (Associate in Applied Science)

1. RADI 100 DICOM
2. RADI 101 HL7
3. RADI 102 QC, Security & Regulations
4. RADI 104, Intro to Rad for Informatics
5. RADI 110 Rad Basics for Informatics
6. RADI 202 PACS Systems
7. RADI 203 Electronic Health Records
8. RADI 204 Cardiology PACS
9. RADI 205 Project Management
10. RADI 206 Data Analytics

The full complement of Course Progressions for the HACC EMT and HACC EMR programs

30-Credit Liberal Arts Certificate

1. ENGL 101
2. ENGL 102
3. COMM 101
4. Humanities & Arts: HUM 101, PHIL 101, ENGL 107 or higher, a world language course
5. MATH 103, 111, 119, or 202
6. Science with Lab: ASTR 103, METR 101
7. Social & Behavioral Science: HIST 101, HIST 102, HIST 103, or HIST 104

HACC Business Pathway

1. BUSI 101
2. MKTG 201
3. ECON 201, 202
4. MGMT 201
5. ACCT 150, 151

HACC Entrepreneurship Diploma Program

1. ACCT 150 (2 cr)
2. ACCT 160 (2 cr)
3. ENTR 101 (3 cr)
4. ENTR 221 (3 cr)
5. MKTG 235 (3 cr)
6. Program Elective (3 cr)

FEES

Credit Courses = \$175.00/credit

Textbook costs = range approximately \$100-120

Non-credit Courses/Programs = \$1,200 per student

**Concurrent Enrollment Agreement Between
Commonwealth Charter Academy Charter School
and Portage Learning
in partnership with Geneva 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 **Portage Learning in partnership with Geneva College** (hereafter to be referred to as **PL/Geneva**). This Agreement shall be effective from August 1, 2023, through July 31, 2026, and will automatically renew for one-year periods unless otherwise stipulated by CCA and PL/Geneva.

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 168 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 7-12 may register for courses, programs, training, and other educational offerings (IHE courses) of PL/Geneva, as agreed to by CCA and PL/Geneva.
2. Courses offered under this Agreement are inclusive of all courses offered at PL/Geneva, pending available seats in programs. CCA’s CEO or designee may, in consultation with PL/Geneva, 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. PL will award credits at or through Geneva College to the CCA students in the same manner as those awarded to other individuals enrolled at PL/Geneva.
4. 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.
5. 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 Advanced Placement (AP) Program courses at CCA.
6. The courses will be taught by PL staff and available to the CCA students online, in-person, or a combination thereof.
7. PL/Geneva 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.
8. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and PL and Geneva College. PL 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 PL courses.

FEES AND PAYMENT

9. CCA will pay PL 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 PL 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.
10. CCA students who enroll in PL courses or Geneva College courses outside of CCA's internal approval are subject to CCA's, PL's, and Geneva's academic and financial policies.
11. Neither PL nor Geneva College will 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 PL or Geneva College. Should PL determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, PL will contact CCA prior to seeking payment or proceeding with the student's enrollment.
12. PL 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.
13. PL and Geneva College agree 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. PL/Geneva further agrees to keep confidential any proprietary information shared with it by CCA. PL/Geneva will sign such documents provided by CCA to confirm compliance with the forgoing.
 - a. CCA and PL will be responsible for providing all special education services for CCA learners with IEPs enrolled at PL, including instructional support, tutoring, extended time, and other approved specially-designed instruction (SDIs).
 - b. CCA and PL 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.

ELIGIBILITY/ENROLLMENT CRITERIA

14. Students who meet all of the following criteria are qualified to participate in the program and will be enrolled in PL/Geneva courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to PL/Geneva upon request. At a minimum, CCA students shall meet the following CCA eligibility criteria:
- a. Student must be in Grades 7-12 and registered for the programs, courses, training, and other educational offerings of PL as agreed to by CCA and PL/Geneva.
 - b. Student must obtain written permission from student's parent(s) or legal guardian(s) to participate in the program via the CCA Intent-to-Return/Course Selection protocols.
 - 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 or credit 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 PL/Geneva 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 PL 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.
15. In consultation with PL/Geneva, CCA may waive the eligibility criteria above for a student.
16. PL/Geneva 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 59.5% or a grade of D or better in each course.

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 PL/Geneva courses at the time of termination shall remain enrolled through the end of the course(s).

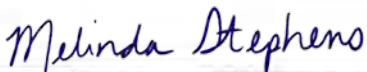
18. This Agreement shall automatically renew for one-year periods unless terminated by either party.
19. CCA and its employees, PL and its employees, and Geneva College and its employees shall all be properly insured and acknowledge and agree to be treated as independent contractors in partnership with 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.



Date: 8-16-23

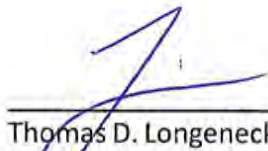
NAME

Stephanie Wilsey
Vice President of Academic Affairs
Portage Learning



Date: 8-16-23

Melinda Stephens
Provost
Geneva College



Date: 8/9/2023

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

ATTACHMENT 1

COURSES/PROGRAMS

<u>Portage Learning Course</u>	<u>Prerequisite</u>
1 BIOD 101 Essential Biology I w/Lab	High school Biology and Chemistry
2 BIOD 102 Essential Biology II w/Lab	BIOD 101 w/lab or equivalent
3 BIOD 103 Medical Terminology	General biology
4 BIOD 121 Essentials in Nutrition	General biology and general chemistry
5 BIOD 151 (Advanced) Human Anatomy & Physiology I w/Lab	General biology and general chemistry
6 BIOD 152 (Advanced) Human Anatomy & Physiology II w/Lab	BIOD 151 w/Lab or equivalent
7 BIOD 171 (Advanced) Essential Microbiology w/Lab	General biology and general chemistry
8 CHEM 103 General Chemistry I w/Lab	High school chemistry
9 CHEM 104 General Chemistry II w/Lab	CHEM 103 w/Lab or equivalent
10 ENGL 101 English Composition I	Students should have a basic understanding of the conventions of standard, written English. Students should be proficient in using English as a spoken language.
11 ENGL 102 English Composition II	ENGL 101 or equivalent
12 COMM 180 Foundations of Public Speaking	Students should have a basic understanding of the conventions of standard, written English. Students should be proficient in using English as a spoken language.
13 HIST 141 American History Through 1677	None
14 HIST 142 American History 1677 - Present	None
15 HUMN 160 Global Religion & Culture	None
16 PHIL 120 Introduction to Ethics (Biomedical)	Proficiency with written English
17 SOCI 180 Introduction to Sociology	Proficiency with written English
18 MATH 101 College Algebra	High school algebra recommended (but not required)
19 MATH 110 Introduction to Statistics	Algebra proficiency (High school algebra 2 or a college equivalent)
20 PSYC 101 General Psychology	Proficiency with written English
21 PSYC 140 Developmental (Lifespan) Psychology	PSYC 101 or equivalent and proficiency with written English
<u>Additional Courses</u>	<u>Prerequisite</u>
22 BIOD 210 Genetics	BIOD 101 and 102 or equivalents
23 NURS 231 Pathophysiology	Anatomy & Physiology
24 NURS 251 Pharmacology	General biology and general chemistry
25 CHEM 121 Foundations of Chemistry w/Lab	High school chemistry
26 CHEM 210 Biochemistry	General biology and general chemistry
27 CHEM 212 Biochemistry w/Lab	General biology and general chemistry
28 CHEM 219 Principles of Organic Chemistry w/Lab	General chemistry w/Lab
29 CNSL 303 Statistics (Graduate-level)	MATH 110 Introduction to Statistics or equivalent
30 PHYS 165 Physics	College algebra and high school physics
31 PSYC 210 Abnormal Psychology	General Psychology or equivalent and proficiency with written English
<u>Portage Prep</u>	<u>Prerequisite</u>
32 MAT 094 Geometry	none
33 MAT 095 Algebra I	none
34 BIO 095 Basic Lab Biology	none
35 CHM 095 Basic Lab Chemistry	none

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

FEES

\$223 per credit hour
 \$669 = 3-credit courses
 \$892 = 4-credit courses

Note: Portage Learning charges one fee that is inclusive of all expenses for enrollment and successful completion of each course (i.e. lab, textbook, academic support, transcript, and other fees are included in one cost).



Widener University

Memorandum of Understanding

between

Commonwealth Charter Academy Charter School and Widener University

I. PURPOSE AND SCOPE OF WORK:

This dual enrollment 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 K-12th grade public cyber charter school operating in Pennsylvania, will be able to participate in the High School Dual Enrollment program offered by **Widener University (Widener)**. This Agreement shall be effective **June 2023**.

Commonwealth Charter Academy Charter School (“CCA”), a free, public cyber charter school located in Pennsylvania, and **Widener University (“Widener”)** a nationally recognized private university whose main campus is located at One University Place, Chester, Pennsylvania, agree that it is mutually beneficial to offer college courses as dual enrollment opportunities online. The purpose of these dual enrollment courses will be to better prepare **CCA** students for the transition to college as well as to expand the current offerings available from other higher education institutions in the county/region to all residents. As such, **CCA** and **Widener** desire to extend a new agreement to provide **Widener University** college-level courses to students currently enrolled at **CCA** through **December 31, 2026**. By entering into this “Memorandum of Understanding” (MOU), both parties indicate their commitment to these principles and their ability and desire to ensure that these principles are implemented.

II. 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 (**Widener**) in order to allow students attending **CCA** and enrolled in grades 10 (with special permission) 11-12 to attend **Widener** and concurrently earn credit at **CCA** and **Widener**.

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 168 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 institute of higher education.

CCA specializes in providing an online, personalized learning experience to students in grades K12 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).

III. DEFINITIONS/CRITERIA

- a. CCA students enrolled in grades 10 (with special permission), 11, and 12 may register for the high school dual enrollment course offerings of Widener as agreed to by CCA and Widener.
- b. Widener courses are offered with the intent of providing instruction for CCA students, and CCA shall grant students credit toward the completion of courses required for graduation.
- c. Dual Enrollment courses are taught online by Widener faculty outside of the high school and consist of high school students and traditional Widener college students.
- d. Dual Enrollment courses are offered to high school students at a reduced tuition rate.
- e. Developmental courses will not be offered through the Dual Enrollment program.
- f. Placement testing is not required for the Dual Enrollment program.

IV. PROJECT ADMINISTRATION

- a. Both parties have committed to the implementation of this partnership and have designated project leads to oversee the day-to-day operations of this project. For CCA, the program lead will be the **Vice Provost, K-12 Career Readiness**. For Widener, the program lead will be the **Assistant Director, Advising and Academic Affairs**.
- b. Both project leads will work through appropriate channels at their respective institutions in order to resolve problems, answer questions, and ensure the successful implementation, sustainability, and operation of this partnership.

V. ROLES AND RESPONSIBILITIES

Widener University:

- a. Widener will oversee the partnership with the Commonwealth Charter Academy Charter School and be responsible for the administration of the online program, including the following details:
 - i. Complete and sign the Memorandum of Understanding (MOU).
 - ii. Work with Charter School to coordinate student selection process, application, course enrollment and orientation program.

- b. Approve Widener courses offered to high school students.
- c. Coordinate student admissions and course enrollment. Placement testing is not required for the dual enrollment program.
 - i. Admit students in accordance with Widener's admissions criteria for dual enrollment.
 - ii. Provide CCA students with access to the online application process and course enrollment forms.
 - iii. Coordinate application and enrollment deadlines with the high school.
 - iv. Permit students to add/drop/withdraw from courses in accordance with Widener's policies.
- d. Provide enrolled students with a Widener ID card for access to limited college facilities appropriate for the Dual Enrollment program such as administrative buildings, Wolfgram Memorial Library, and the University Center. Enrolled students will also receive a Widener email address, information on Widener's student policies and procedures, and access to academic resources such as the Math and Writing Centers.
- e. Widener University agrees to provide curriculum vitae or resumes to CCA for adjunct faculty approved to teach identified courses upon request. Updated curriculum vitae or resumes will be required on a semester basis for continuing course instructors.
- f. Widener agrees to a timely review (i.e., no more than 10 business days) of the qualifications of course instructors.
- g. Widener University agrees to send updated course documents for each course being offered to ensure they are appropriate to recommend and/or provide credit for its students under this agreement prior to the start of each semester for each course being offered within that semester.
- h. Widener agrees to provide CCA with the requirements necessary in order to enroll students in courses offered through this partnership (see Appendix A).
- i. Widener agrees to offer the approved college courses to students of CCA at a cost of \$200.00 per student per course. Widener will provide college credit to such students who successfully complete such courses in the same manner as those awarded to other individuals enrolled at Widener. Individual students enrolling in individual Widener courses will be charged the prevailing CCA student tuition rate at the time of enrollment.
 - i. Juniors at CCA will be limited to two courses (approx. 6-7 credits) per semester. Seniors who have demonstrated success in previous Widener courses will be limited to three courses (approx. 9-10 credits).
 - ii. Students will be limited to 30 total credits from Widener as dual enrollment students.
- j. Widener agrees to make textbooks and course materials required by the instructor(s) available for CCA students to purchase online through our Widener bookstore and/or alternative vendors.
- k. Widener agrees to provide grade letters for CCA students who have successfully completed the approved college courses.
- l. Widener and CCA shall mutually agree on a list of 6-10 dual enrollment courses to be offered as part of this partnership (see Appendix B). Individual CCA

students may enroll in additional Widener courses by advisement from the Interim Dean or designee.

- m. Widener agrees to comply with all federal and state laws and CCA Board policies regarding 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. Widener further agrees to keep confidential any proprietary information shared with it by CCA. Widener will sign such documents provided by CCA to confirm compliance with the forgoing.
- n. Both parties agree that such collaboration is beneficial to both organizations and therefore may mutually benefit from press releases and other public announcements. It is agreed that both organizations will agree to jointly collaborate in the marketing of this partnership through websites and other media. This includes the ability of each organization to use respective logos for the promotion of the partnership.

Commonwealth Charter Academy:

- o. CCA must communicate any needs for adjunct faculty at least 90 days prior to the course launch date to ensure adequate time for identification and approval of adjunct faculty.
- p. CCA will ensure that students who apply for dual enrollment meet the admission criteria for Widener.
- q. CCA agrees, with the consent of the affected students and the parents of affected students, to provide Widener with student names and other required identifying information in order for Widener to register them as students and to award college credit upon documentation of successful completion of these courses.
- r. CCA will forward all application course registration materials to Widener in order to meet agreed upon deadlines, including:
 - i. Completed and signed course enrollment forms, student transcripts, and grade release (FERPA) forms. A parent or guardian's signature is required on the grade release form for students under the age of 18.
- s. CCA shall weight the high school credits earned by a student for completion of a Widener course – irrespective of whether the course is academic or technical – in the manner similar to Advanced Placement Program courses at CCA.

VI. ENROLLMENT, FEES, AND PAYMENT

- a. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and Widener. Widener 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 Widener courses.
- b. CCA will pay Widener the fees and costs set forth in Appendix B to this Agreement, which shall be inclusive of books, materials, and/or supplies, and all other fees and costs necessary for the student's enrollment and participation in the course. This amount is nonrefundable. No additional costs will be charged to CCA or the students unless agreed to in writing by CCA. CCA students who

enroll in Widener courses outside of CCA's internal approval are subject to CCA's and Widener academic and financial policies.

- c. Widener 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 Widener. Should Widener determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, Widener will contact CCA prior to seeking payment or proceeding with the student's enrollment.
- d. Widener shall provide CCA an invoice for the course fees for each student 3 weeks prior to the start of the class. 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.

VII. STUDENT ELIGIBILITY CRITERIA

- a. Students will be enrolled in Widener courses under this Agreement in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to Widener. At a minimum, CCA students shall meet the following CCA eligibility criteria:
Students must:
 - i. Obtain written permission from the student's parent(s) or legal guardian(s), to participate in the program.
 - ii. Maintain a 2.5 cumulative GPA at CCA.
 - iii. Must complete 50% of his/her coursework at CCA.
 - iv. Complete one semester of non-credit or credit certificate programs with CCA.
 - v. Not be involved in the academic escalation process.
 - vi. Be satisfactorily meeting high school graduation requirements, as determined by CCA.
- b. In consultation with the Widener, CCA may waive the eligibility criteria above for a student.
- c. Widener 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 the course.

VIII. QUALITY ASSURANCES

- a. Both CCA and Widener have the requisite powers and authority to execute this MOU.
- b. Both parties agree to comply with the terms of this MOU unless such MOU shall be amended with appropriate notice (i.e., at least 90 days).

- c. Both parties agree that it is mutually beneficial to build a strong and successful career and college program for CCA students. Therefore, this will be an exclusive agreement between CCA and Widener to provide college-level programming to CCA students.
- d. Dual enrollment courses offered shall follow official course descriptions provided by Widener, meet Widener's academic standards, and meet Widener's required number of contact hours.
- e. Dual enrollment courses offered will maintain University standards in the level of reading and writing, quantitative problem-solving, and laboratory components as required.

IX. MODIFICATIONS

This MOU may be amended subject to approval by both parties when submitted in writing by one party to another at least ninety (90) days prior to the implementation of the proposed amendment.


X. TERMINATION, AND RENEWAL

- a. This Agreement may be terminated by either party with 30 days' written notice to the other party. Any CCA students enrolled in the Widener University courses at the time of termination shall remain enrolled through the end of the course.
- b. This Agreement shall be reviewed for automatic renewal on a three-year cycle unless terminated by either party.

XI. SIGNATURES

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their duly authorized representatives, as of the day and year first above written.

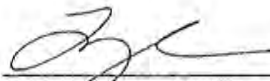
COMMONWEALTH CHARTER ACADEMY



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

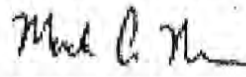
8/9/2023
Date

WIDENER UNIVERSITY



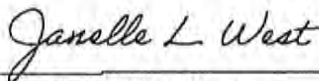
Linda Kiraly Gilbert
Vice President for
Administration and Finance

7/12/23
Date



Dr. Mark A. Nicosia
Interim Vice Provost, Academic
Affairs and Strategy

7/12/2023
Date



Dr. Janelle L. West
Interim Dean, Center for Graduate and
Continuing Studies

7/20/2023
Date

APPENDIX A

Additional requirements for admission into the Widener University Dual Enrollment Program:

- Sophomore (with special permission), junior, or senior class level
- High School transcript and any other College/University dual enrollment transcript, if applicable
- Minimum high school GPA of 2.5
- Grade Release Authorization (FERPA) form
- Recommended by a high school counselor
 - Should be high performing, self-motivated and responsible
 - Good time-management skills will be essential

Note: Completing courses during the High School Dual Enrollment program does not guarantee acceptance into a degree program after high school. Students must meet additional requirements to be accepted into a degree program of interest.

APPENDIX B

Widener University – Commonwealth Charter Academy Partnership Dual Enrollment Course Offerings

Semester	Course Code	Course Title	Credits	Fees
Fall 2023	UIS 101	INTRO TO PERSONAL COMPUTERS	3	\$200 per student
	UPHI 120	SYMBOLIC LOGIC	3	\$200 per student
	USOC 105	INTRODUCTION TO SOCIOLOGY	3	\$200 per student
	UALH 111	MEDICAL TERMINOLOGY	3	\$200 per student
	UALH 115	INTRO TO PATIENT CARE	1	\$200 per student
	UCOM 130	MASS MEDIA & SOCIETY	3	\$200 per student
	UENG 101	READING, THINKING & WRITING	3	\$200 per student
	UIS 105	INTRO TO INFORMATION SYSTEMS	3	\$200 per student
	USOC 245	RACE, HIP HOP & SOCIETY (Pre-req: USOC 105)	3	\$200 per student
	UED 101	INTRODUCTION TO TEACHING	3	\$200 per student
	UESC 103	PLANET EARTH	3	\$200 per student

****** THESE WILL CHANGE EACH SEMESTER BASED ON WHAT WE ARE OFFERING TO HIGH SCHOOL STUDENTS.**

FALL 2023 HIGH SCHOOL DUAL ENROLLMENT COURSES BY TERM

FALL I 2023 (7-week courses from August 28, 2023 October 17, 2023)

UIS 101 – INTRODUCTION TO PERSONAL COMPUTERS (3 Credits)

This course introduces microcomputer applications as tools for productive automation of work. It introduces the computer system and the operating system. It instructs the student in the rudiments of three popular software application – word processing, spreadsheets, and presentation graphics. CSCI or CIS students may not take this course. **Prerequisite(s):** No Prerequisite.

UPHI 120 – SYMBOLIC LOGIC (3 Credits)

This course is a rigorous examination of the theory and methods of symbolic logic. Students do problems and proofs in both sentential logic and first-order predicate logic, using truth tables, logic trees, and INT/ELIM systems of natural deduction. Special emphasis is placed on developing skills in translating sentences from natural language into symbolic notation. This course is especially useful for majors in computer science, mathematics, engineering, and any discipline in which knowledge of formal systems is important. **Prerequisite(s):** No Prerequisite.

USOC 105 – INTRODUCTION TO SOCIOLOGY (3 Credits)

A general introduction to sociology covering empirically based theoretical insights on social groups, culture, institutions, social organization, stratification, deviance, social movements, and social change. The development of a sociological perspective through the application of core concepts, such as the sociological imagination and the social construction of reality, formulates the basic framework for this course. **Prerequisite(s):** No prerequisite.

FALL II 2023 (7-week courses from October 23, 2023 to December 12, 2023)**UALH 111 – MEDICAL TERMINOLOGY (3 Credits)**

Allied health, like any other professional discipline, has its own specialized lexicon. Those in the various fields of allied health must understand this shared language not only to interact with other professionals but also to carry out career responsibilities. In this entry-level course, students learn and practice medical terminology—from anatomy and physiology to diagnostics and technology.

Prerequisite(s): No prerequisite.

UALH 115 – INTRODUCTION TO PATIENT CARE (1 Credit)

This course is designed to prepare Widener-Crozer DMS students for clinicals. It combines an understanding of the elements of patient care with hands-on experience in handling, patient transfer, managing critical situations, infection control, emergency medical situations, ethics and law, first aid, communicating with patients, HIPAA, and sterile techniques.

UCOM 130 – MASS MEDIA & SOCIETY (3 Credits)

This course examines the historical evolution and the present-day structure and composition of the mass media and its related industries. It also briefly examines the impact of mass media on individuals and society and introduces students to mass communication research. **Prerequisite(s):** No prerequisite.

UENG 101 – READING, THINKING, AND WRITING (3 Credits)

Success in college calls for curiosity, engagement, and a willingness to be challenged, as well as having a strong foundation in reading, writing, and thinking. First-year students at Widener begin their college career with ENGL 101, a course designed to prepare undergraduates for serious academic inquiry, full participation in the intellectual life and mission of the university, and sustained self-directed learning throughout the curriculum. Students have the opportunity to select a section of ENGL 101 focused on a particular theme or topic. Through a variety of challenging reading and writing assignments engaging with the topic of choice (including a common reading), students become more careful and discerning readers. They will express insights and craft sustained arguments supported by carefully chosen evidence from primary and secondary material, and they will strengthen their ability to ask questions, evaluate, and synthesize complex information and draw conclusions. **Prerequisite(s):** No prerequisite.

UIS 105 – INTRODUCTION TO INFORMATION SYSTEMS (3 Credits)

An overview of computer information systems and computer science. This survey course introduces computer hardware, software, procedures, systems, algorithms, and human resources and explores their integration and application in business, science, and in other segments of society. The fundamentals of problem solving and programming in a high-level programming language are discussed and applied.

USOC 245 – RACE, HIP HOP & SOCIETY (3 Credits)

This course explores the contemporary emergence of rap and hip-hop culture. The course engages students in listening to music, viewing DVDs, and reading books and articles related to rap, hip hop, and cultural values. Societal issues of social control and freedom of speech are examined. Students explore

these issues with the intent to broaden their sociological imaginations.

Prerequisite(s): USOC-105

FULL FALL 2023 (15-week courses from August 28, 2023 to December 15, 2023)

UED 101 – INTRODUCTION TO TEACHING (3 Credits)

Intended for students who want to learn more about the teaching profession, this course has been designed to provide an opportunity to explore and to experience the nature and role of a classroom teacher as facilitator for learning, as classroom manager, and as decision maker. Through class discussions, school visits, field trips, interaction with practicing teachers, and field placements, students witness first- and what a good teacher does. The duties, responsibilities, and preparation of the classroom teacher is emphasized concurrently with an examination of the foundations of education. As part of this course, students participate in field experiences inside and outside of regularly scheduled class times, which enable them to relate the course content to teaching. All students must have required clearances before the semester begins.

Prerequisite(s): No prerequisite.

UESC 103 – PLANET EARTH (3 Credits)

A course designed to expand one's awareness of science in general with particular emphasis on the geosciences. The principal topics include study of Earth, its oceans, resources, and climate; Earth as compared to other planets in our solar system, and the fate of planet Earth. This course is for non-science majors. **Prerequisite(s):** No prerequisite.

**Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter School and
*Noe' Noonan School of Cosmetology***

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 K-12th grade public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by **Noe' Noonan School of Cosmetology**. This Agreement shall be effective August 2023-June 2026, and shall automatically renew for one-year periods unless otherwise agreed to by both parties.

Background

Section 1525 of the Public School Code requires that CCA enter into an agreement with a credentialing institution to allow students attending CCA and enrolled in Grade 12 to attend the institution and concurrently earn credit at CCA and the institution.

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 168 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 a postsecondary institution.

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).

Course Offerings and Credit

1. CCA students enrolled in Grade 12 may register for the courses, programs, training, and other educational offerings of Noe' Noonan School of Cosmetology as agreed to by CCA and Noe' Noonan School of Cosmetology.
2. The program offered under this Agreement is included in the Attachment; however, CCA's CEO or designee may, in consultation with Noe' Noonan School of Cosmetology also allow CCA students to take other offerings through Noe' Noonan School of Cosmetology to meet student interest and college or career preparation objectives, and such additional offerings shall be subject to the terms of this Agreement.
3. Noe' Noonan School of Cosmetology will award hours and credential preparation at or through Noe' Noonan School of Cosmetology to the CCA students in the same manner as those awarded to other individuals enrolled at Noe' Noonan School of Cosmetology.
4. The Noe' Noonan program is offered with the intent of providing instruction for CCA students, and CCA shall grant students credits toward the completion of courses required for graduation.
5. CCA shall weigh the high school credits earned by a student for completion of the program at Noe' Noonan – irrespective of whether the course is academic or technical – in the manner similar to Advanced Placement (AP) Program courses at CCA.
6. The courses will be taught by Noe' Noonan School of Cosmetology staff and available to the CCA students in-person.
7. Noe' Noonan School of Cosmetology will allow CCA to review appropriate program documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this agreement.

Enrollment, Fees, and Payment

8. CCA students shall enroll in the program pursuant to guidelines agreed to by CCA and Noe' Noonan School of Cosmetology. Noe' Noonan School of Cosmetology 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 Noe' Noonan School of Cosmetology courses.
9. CCA will pay Noe' Noonan School of Cosmetology the fees and costs set forth in the Attachment to this Agreement, which shall be inclusive of books, test fees, instructor, certification of completion, and all other fees and costs necessary for the student's

enrollment and participation in the course. This amount is nonrefundable. No additional costs will be charged to CCA or the students unless agreed to in writing by CCA.

10. CCA students who enroll in courses outside of CCA's internal approval are subject to CCA's and Noe' Noonan School of Cosmetology academic and financial policies.
11. Noe' Noonan School of Cosmetology 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 Noe' Noonan School of Cosmetology. Should Noe' Noonan School of Cosmetology determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the program, Noe' Noonan School of Cosmetology will contact CCA prior to seeking payment or proceeding with the student's enrollment.
12. Noe' Noonan School of Cosmetology shall provide CCA an invoice for the course fees for each student upon confirmation of enrollment and finalization of student account reports. The invoice shall provide CCA with the name of each student and the course(s) or program 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.
13. Noe' Noonan School of Cosmetology agrees to comply with all federal and state laws and CCA Board policies regarding 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. Noe' Noonan School of Cosmetology further agrees to keep confidential any proprietary information shared with it by CCA. Noe' Noonan School of Cosmetology will sign such documents provided by CCA to confirm compliance with the foregoing.
 - a. 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>)

Student Eligibility Criteria

14. Students will be enrolled in Noe' Noonan School of Cosmetology courses under this Agreement in accordance with procedures and guidelines adopted by CCA; copies of which shall be furnished to Noe' Noonan School of Cosmetology. At a minimum, CCA students shall meet the following CCA eligibility criteria:

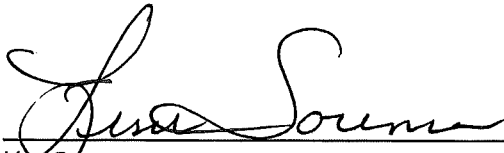
Student must:

- a. Be enrolled in Gr. 12 and registered for the programs, courses, training, and other educational offerings of Noe' Noonan School of Cosmetology, as agreed to by Noe' Noonan School of Cosmetology and CCA.
 - b. Obtain written permission from the student's parent(s) or legal guardian(s), to participate in the program.
 - c. Demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by Noe' Noonan School of Cosmetology and CCA (may include recommendations, entering and maintained GPA, standardized test scores, and placement exams if necessary).
 - d. Maintain a 2.5 cumulative GPA at CCA.
 - e. Complete one semester of non-credit or credit certificate programs with CCA.
 - f. Not be involved in the academic escalation (MTSS warning and intervention) process.
 - g. Be satisfactorily meeting high school graduation requirements, as determined by CCA.
 - h. Review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance.
 - Courses are non-remedial.
 - Courses are taught at a postsecondary or collegiate expectation/standard.
 - Courses are identical to traditional Noe' Noonan School of Cosmetology courses.
 - Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.
15. In consultation with the Noe' Noonan School of Cosmetology, CCA may waive the eligibility criteria above for a student.
16. Noe' Noonan School of Cosmetology 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 attend 80% of the time and earn a minimum grade of 75% or a grade of "C" or better in the course.

Termination and Renewal

17. This Agreement may be terminated by either party with 30 days' written notice to the other party. Any CCA students enrolled in the Noe' Noonan School of Cosmetology courses at the time of termination shall remain enrolled through the end of the course.
18. This Agreement shall automatically renew for one-year periods unless terminated by either party.
19. CCA and its employees and Noe' Noonan 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.

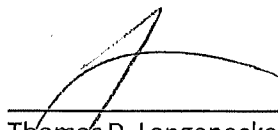


Lisa Sorensen

Date: 10/12/2023

Director of HS Education &
Community Engagement
Noe' Noonan School of Cosmetology
5739 W. Ridge Rd., Erie, PA 16506

Additional Contacts:
Dianna Noe, Kayla Noonan, Founders



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

Date: 10/13/2023

**Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter School and
Noe' Noonan School of Cosmetology**

ATTACHMENT 1

COURSES AND FEES

Noe' Noonan will provide weekly progress updates with systemic Reports issued after 300 hours, 600 hours, and 900 hours. The program comprises 24 courses. At the 1250-hour mark of completion, learners receive their final transcript. Each learner is equipped with a phone app that also tracks earned hours.

TERM 1		TERM 2		TERM 3		TERM 4	
Courses Orientation Bacteriology/Infection Control/Safety Anatomy Histology of Skin Facials/Make-up/ Hair Removal		Courses Electricity Shampooing/Conditioning Haircutting Chemistry Nail Structure/Growth Artificial Nails		Courses Principles of Hair Design Hairstyling Haircoloring Chemical Textured Services Braiding/Extensions Wigs Properties of the Hair & Scalp		Courses The Salon Business/ Seeking Employment State Law Job Preparation Professional Development On-the-job Skills Preparation for State Exams	
Cumulative Term Hours 300		Cumulative Term Hours 600		Cumulative Hours 900		Cumulative Hours 1250	
Term Cost		Term Cost		Term Cost		Term Cost	
Tuition	4400	Tuition	4400	Tuition	4400	Tuition	4400
Lab Fees	350	Lab Fees	350	Lab Fees	350	Lab Fees	350
Technology Fee	390					Licensing Exam/ Background Check	**165
Administrative Fee	150					Scholarship Discount	-2000
Kit/book/Uniform	2300						
Term Total Cost	5290 2300 7590		4750		4750		*2915

*Service-Learning scholarships are available (\$200 per hour/10 hours minimum = \$2,000) – reducing the last term by \$2000 if scholarship is complete

***Certifying/licensing exam fees are included and Noe' Noonan assists all learners with the exam registration process

The Cosmetology Program is skills/mastery-based and supports (if needed) are personalized.

NOTE: The Commonwealth of PA requires 1250 hours for Cosmetology certification. Many CTE high schools span three (3) years to deliver these hours/courses. Noe' Noonan is designed as an 8 AM- 3 PM, full-time, consecutive program, and learners are expected to follow the Noe' Noonan school calendar (if CCA is "off" but Noe' Noonan is not, learners are still expected to report). Noe' Noonan students can achieve PA-required hours and complete courses within one calendar year to be eligible for certification.

**Concurrent Enrollment Agreement Between
Commonwealth Charter Academy Charter School
and Community College of Beaver County (CCBC)**

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 **Community College of Beaver County (CCBC)**. 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 CCBC.

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 August 1, 2023, through July 31, 2026, 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 CCBC courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to CCBC 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 and Grades 11-12 for the High School Academy Program, registered for the programs, courses, training, and other educational offerings of CCBC as agreed to by CCA and CCBC.
 - 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 CCBC.
 - 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 CCBC 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 CCBC 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.
 - a. Dual Enrollment Pathway: exceptions to the eligibility requirements above may be made through agreement between CCA and via the CCBC Early Admission process as approved by the Associate Dean of programming.
 - b. High School Academy Pathway: no exceptions may be made to the eligibility requirements above for High School Academies.
- 3. CCBC 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 and those enrolled in Grades 11-12 in the High School Academy Pathway Program may register for courses, programs, training, and other educational offerings (IHE courses) of CCBC, as agreed to by CCA and CCBC.
- 5. Courses offered under this Agreement are inclusive of all courses offered at CCBC, pending available seats in programs. CCA's CEO or designee may, in consultation with CCBC, 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. CCBC will award credits at or through CCBC to the CCA students in the same manner as those awarded to other individuals enrolled at CCBC.
- 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 CCBC staff and available to the CCA students online, in-person, or a combination thereof for the Dual Enrollment Pathway. CCBC requires any student participating in the High School Academies to participate in courses either online live synchronous or in-person.

10. CCBC 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 CCBC. CCBC 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 CCBC courses.

FEES AND PAYMENT

12. CCA will pay CCBC the fees and costs set forth in the Attachment to this Agreement. Any additional costs, academic fees (fees necessary for the student's enrollment and participation in the course, inclusive of Cengage e-book fees) will be included in invoicing from CCBC 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 (textbooks not included with Cengage and lab kits necessary for the student's enrollment and participation in the course). 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 CCBC courses outside of CCA's internal approval are subject to CCA's and CCBC's academic and financial policies.
 - a. Withdrawals: Students who wish to be removed from their dual credit program class(es) must follow the CCBC Add/Drop or Withdrawal Policy in accordance with the Academic Calendar. Students will receive a W grade on their CCBC transcript, as long as the student has met the appropriate deadlines as outlined by the CCBC academic calendar on the CCBC website. The CCBC refund policy will be followed: <https://www.ccbc.edu/policies>.
14. CCBC 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 CCBC. Should CCBC determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, CCBC will contact CCA prior to seeking payment or proceeding with the student's enrollment.
15. CCBC 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. CCBC 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. CCBC further agrees to keep confidential any proprietary information shared with it by CCA. CCBC 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>)

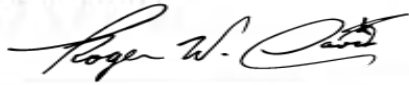
PARTNERSHIP: TERMINATION AND RENEWAL

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 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 CCBC 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 CCBC 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 CCBC 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



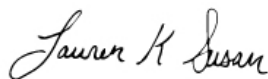
Dr. Roger W. Davis
President, CCBC

Date: 11/16/2023



Dr. Shelly Moore
VP Academic Affairs/Provost, CCBC

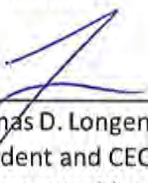
Date: 11/16/2023



Lauren Susan
Associate Dean, High School Academies & Dual Enrollment, CCBC

Date: 11/16/2023

CCA Signatures



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

Date: 11/15/2023

ATTACHMENT

COURSES/PROGRAMS

All courses designated as appropriate by the CCBC College Here and Now: High School Pathways programs, including but not limited to:

- a. High School Academy Program Pathways- course curriculum list on each below website:
<https://www.ccbc.edu/aviation-academy>
<https://www.ccbc.edu/health-academy>
<https://www.ccbc.edu/stem-academy>
<https://www.ccbc.edu/criminal-justice-academy>
<https://www.ccbc.edu/high-school-academies>
- b. Dual Enrollment Program- students may take any college course listed in CCBC's Course Search for each semester if they have met all pre-requisites; proper placement required.

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

FEES

Tuition

Beaver County Student Tuition: \$182.00 per credit

Out-of-Beaver County Student Tuition: \$273.00 per credit

Fees

General Student Fee: \$24.00 per credit per semester

Technology Fee: \$37.00 per credit per semester

Capital Fee: \$31.00 per credit per semester (out of Beaver County students only)

High School Academy Fee: \$25.00 per semester

**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.*

**Memorandum of Understanding for
Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter School and Harrisburg University of Science &
Technology**

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 **Harrisburg University of Science & Technology (HU)**. This Agreement shall be effective March 1, 2024, and will automatically renew for one-year periods unless otherwise stipulated by CCA and Harrisburg University.

Background

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.

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.

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).

Course Offerings and Credit

1. CCA students enrolled in Grades 10-12 may register for the courses, programs, training, and other educational offerings (IHE Courses) of HU as agreed to by CCA and HU.
2. The IHE courses offered under this Agreement are included in the Attachment and inclusive of all courses offered at HU, pending available seats in programs. CCA's CEO or designee may, in consultation with HU, also allow CCA students to take other IHE Courses through HU to meet student interests and college or career preparation objectives, and such additional courses shall be subject to the terms of this Agreement.
3. HU will award and transcribe credits at or through HU to the CCA students in the same manner as those awarded to other individuals enrolled at HU.
4. The IHE courses are offered with the intent of providing instruction for CCA students, and CCA shall grant students high school credits toward the completion of coursework required for graduation.
5. 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 a manner similar to Advanced Placement Program courses at CCA.
6. The IHE courses will be taught by HU staff and available to the CCA students online, in-person, or a combination thereof.
7. HU will allow CCA to review appropriate IHE course documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this Agreement.
8. HU will provide marketing materials to CCA for the HU courses or programs under this Agreement.
9. HU will work with CCA to recruit students for enrollment.

Fees and Payment

10. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and HU. HU 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 HU courses.
11. CCA will pay HU the fees and costs set forth in the Attachment to this Agreement, which shall be inclusive of tuition, books, certification of completion, and all other fees and costs necessary for the student's enrollment and participation in the course(s). This amount is nonrefundable and subject to the two (2)-week add/drop policies of HU. No additional costs will be charged to CCA or the students unless agreed to in writing by CCA and HU.

12. CCA students who enroll in IHE courses outside of CCA's internal approval are subject to CCA's and HU academic and financial policies.
13. HU will not bill CCA students directly for any fees or costs charged to CCA pursuant to this Agreement, or for any other fees or costs not charged to other individuals enrolling at HU. Should HU determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, HU will contact CCA prior to seeking payment or proceeding with the student's enrollment.
14. HU shall provide CCA an invoice for the course fees for each student 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.
15. HU agrees to comply with all federal and state laws and CCA Board policies regarding the health and safety of students and the 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. HU further agrees to keep confidential any proprietary information shared with it by CCA. HU will sign such documents provided by CCA to confirm compliance with the foregoing.

Student Eligibility Criteria

16. Students will be enrolled in HU courses under the Agreement in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to HU. At a minimum, CCA students shall meet the following CCA eligibility criteria. Student must:
 - a. Be in Grades 10-12 and registered for the programs, courses, trainings, and other educational offerings of HU as agreed to by CCA and HU.
 - b. Obtain written permission from the student's parent(s) or legal guardian(s), to participate in the program.
 - c. Maintain a 2.7 cumulative GPA at CCA or otherwise qualify (e.g. certain courses have pre-requisite requirements that must be met).
 - d. Complete at least one semester with CCA in either non-credit, credit, or certificating programs prior to enrollment.
 - e. Not be engaged in the academic escalation (MTSS warning and intervention) process.
 - f. Be satisfactorily meeting high school graduation requirements, as determined by CCA.
 - g. Demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by HU and CCA (may include recommendations, entering and maintained GPA, standardized test scores, placement exams, and pre-requisite requirements, if necessary).

- h. Review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance.
 - Courses are non-remedial.
 - Courses are taught at a postsecondary or collegiate expectation/standard.
 - Courses are identical to traditional HU courses.
- 17. In consultation with HU, CCA may waive the eligibility criteria above for a student.
- 18. HU 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 "D" in the course. For transferability of postsecondary credits, a 70% or grade of "C" or better is required in the course.

Termination and Renewal

- 19. This Agreement may be terminated by either party with 30-day written notice to the other party. Upon termination of this Agreement, all costs which have accrued at the time of termination shall be paid. Any CCA students enrolled in the HU courses at the time of termination shall remain enrolled through the end of the course.
- 20. This Agreement shall automatically renew for one-year periods unless terminated by either party.
- 21. CCA and its employees and HU and its employees shall both be properly insured and acknowledge and agree to be treated as independent contractors in partnership with one another.
- 22. 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.

**Memorandum of Understanding for
Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter School and
Harrisburg University of Science & Technology**

ATTACHMENT A

COURSES/PROGRAMS: HARRISBURG UNIVERSITY

- eSports 110: Competitive Gaming Seminar (1 cr.) – corequisite: 120
- eSports 120: Intro to eSports (4 cr.) – corequisite: 110
- Entertainment Technology (5 courses; 15 credits) – AVID (music, audio-visual)
Credentialing (costs include tuition, books/supplies, and fees)
 - Pro Tools Specialist Certification
 - Pro Tools Game Audio Specialist Certification
 - Media Composer Specialist Certification
- CYOM 105: Intro to Cybersecurity (3 cr.) (prepares learners for CompTIA-A+ certification)
- ISIT 140: Intro to Information Systems (3 cr.)
- Intro to Forensics (3 cr.)

Additional programs and credits are available in-person or online, pending learner eligibility for the courses and programs. [High School Dual Enrollment Programs](#)

COST/FEES: HARRISBURG UNIVERSITY

\$200 per credit for most* HU courses

Fees and costs for textbooks and supplies are dependent upon course registration

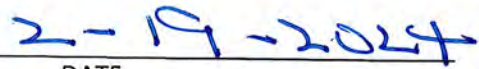
*Costs differ for the Entertainment Technology Credentialing Program

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

SIGNATURES



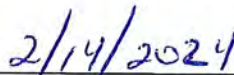
John W. Friend
VP Admissions & Secondary Schools
Harrisburg University



DATE



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



DATE

Early College/High School Dual Enrollment Agreement

This Agreement is entered into by and between Commonwealth Charter Academy Charter School (CCA) (hereinafter referred to as the "CCA") and Westmoreland County Community College (hereinafter referred to as the "Westmoreland"). This agreement sets out the terms and conditions of the College in the High School program offered by these two institutions in accordance with Pennsylvania law, 24.P.S.:15-1525

The College and the School District do hereby agree to the following:

1. Term

- a. The term of this agreement shall be from February 1, 2024 – January 31, 2027 and shall automatically renew for one-year periods thereafter unless otherwise agreed to by CCA and Westmoreland.

2. Student Eligibility

- a. Students who meet all of the following criteria are qualified to participate in the College Now! Early College program:
 - i. The student must be at least 16 years of age.
 - ii. The student is a sophomore, junior or senior with a 2.5 cumulative CCA grade point average on a 4.0 scale. The subject matter GPA should also be a CCA 2.5 on a 4.0 scale.
 - iii. The student is making satisfactory progress toward fulfilling applicable secondary school graduation requirements, as determined by CCA. CCA will determine satisfactory progress based on the student's current grades.
 - iv. The student demonstrates readiness for entry into college-level coursework and meets all course prerequisites as outlined in the current Westmoreland catalog. This may require the student to complete placement testing.
 - v. Exceptions to the above eligibility requirements may be made for CCA students of any grade level who are able to exhibit readiness for college-level coursework. A written petition from the student's CCA High School administration must be submitted to the College's VP of Enrollment Management or designee for consideration.
 - vi. If under the age of 18, students must have the legal consent (i.e. parent or guardian signature) to register for classes.
- b. In order to remain in this Program, the student must maintain an overall secondary school grade average of **75%**. The student also must maintain a minimum grade of "**C**" in each College in the High School course in which the student is enrolled.

- c. Student eligibility must be verified each term by CCA.

3. Student Responsibilities

- a. Students must comply with the Westmoreland Student Code of Conduct and other Academic and Student policies noted with the Student Handbook. Students and parents/legal guardians will be required to sign off on their understanding of obligations.
 - b. The student is responsible for any policies and procedures noted in the appropriate academic catalog. The appropriate academic catalog refers to the catalog of the academic year in which the student started a degree seeking program.
 - c. Students are limited to 24 credits per academic year.
4. **Fiscal Transactions:** CCA will pay Westmoreland the fees and costs set forth in the Attachment to this Agreement. Any additional costs for learning materials (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 Westmoreland 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.
- a. CCA will be invoiced for College Now! Early College students, based upon the rates set by Westmoreland's Board of Trustees and based on their county of residence for the academic years determined by the agreement. **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.*
 - i. Students will be dropped for nonpayment of tuition and/or for failure to provide a signature of consent for class registration.
 - b. **Withdrawals:** Students who wish to be removed from their College Now! Early College class/es must follow the College's Add/Drop or Withdrawal Policy in accordance with the Academic Calendar. Refunds are not awarded for withdrawals, and students will receive a W grade on their transcript.

5. School District Responsibilities

- a. CCA may award credit for and recognize courses that are successfully completed under this Agreement as fulfilling the graduation requirements identified above.
- b. CCA is responsible for ensuring the student participating in Early College meets the above requirements and is college-ready.

6. Additional Administrative Responsibilities


FERPA: The College and the school district agree to share information in compliance with FERPA (Federal Education Right to Privacy Act). 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>)

Signature Page

Westmoreland and CCA will 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. Inquiries should be directed to the Affirmative Action Officer.

For CCA:



Thomas Longenecker, President/CEO 2/14/2024
Date

Stephanie McHugh, Vice Provost Date

For Westmoreland:



Kristy A. Bishop, Ph.D. 1/30/2024
Vice-President of Academic Affairs Date

Updated 04/17/21

ATTACHMENT

COURSES:

- American Sign Language
- Advanced Technology Center courses in HVAC (both online and in-person courses)
- English/Language Arts/Communication courses

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

FEES:

**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.*

Dual Enrollment Agreement

Messiah University and Commonwealth Charter Academy Charter School

This Agreement is entered into by and between Commonwealth Charter Academy Charter School (CCA) and Messiah University. This agreement sets out the terms and conditions of the dual enrollment program offered by these two institutions.

Purpose

Dual enrollment provides motivated high school juniors and seniors the opportunity to take college courses that satisfy both high school graduation and college credit requirements.

Term

The term of this agreement will become effective upon the signatures of both parties and will remain in effect so long as both parties wish to continue the dual enrollment program.

Program Description

Dual enrollment provides motivated high school juniors and seniors the opportunity to take college courses that satisfy both high school graduation and college credit requirements.

Student Eligibility

To enroll in a Messiah University dual-enrollment course a student must meet these eligibility requirements:

- Entering, or currently in, the junior or senior year of high school and at least 15 years of age at the time of participation in the dual-enrollment course
- Demonstrate a cumulative GPA of 3.0 or higher on your high school transcript
- Submit required CCA enrollment forms and Messiah University Dual Enrollment Recommendation Form from a teacher and/or guidance counselor
- Submit the Messiah University Parent/Guardian Permission Form
- Satisfy the prerequisite requirements, if any, for the specific courses in which the student seeks to enroll
- Complete one semester of non-credit, credit, or certificate programs with CCA prior to enrollment
- Not be engaged in the academic escalation (MTSS warning and intervention) process
- Be satisfactorily meeting high school graduation requirements, as determined by CCA
- Demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by Messiah and CCA (may include recommendations, entering and maintained GPA, standardized test scores, and placement exams, if necessary)
- Review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance.
- Student eligibility must be verified each term by CCA
- Exceptions to the above eligibility requirements may be made for CCA learners of any grade level who exhibit readiness for college-level coursework, upon agreement between CCA and Messiah.

Courses

Messiah University offers dual-enrollment courses at its main campus, located in Mechanicsburg, PA. This option provides a traditional collegiate classroom experience with face-to-face interaction with professors and classmates. A limited number of online courses are also available during the fall and spring. Following the registration of Messiah's undergraduate students each term (fall semester, spring semester and summer) the University makes remaining class openings available to dual-enrolled students. Approved dual enrollment students may also enroll in online courses offered during Messiah's summer term.

Dual enrollment students will be accountable for the same classroom and attendance requirements as regular college students, including the use of assigned textbooks and instructional resources (i.e., laptop computers). Students will have access to Messiah University's Student Computer Services, Murray Library, Writing Center and Learning Center, as well as Supplemental Instruction if associated with a particular course.

- Courses are non-remedial.
- Courses are taught at a postsecondary or collegiate expectation/standard.
- Courses are identical to traditional Messiah courses.
- Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.

Student Credit

Students may take a maximum of seven (7) credits per semester at the discounted dual enrollment tuition rate. If a student takes more than seven (7) credits in a particular semester, the part-time non-degree tuition rate will apply to the credits beyond seven (7).

A minimum grade of "D" must be earned to be considered successfully completed under this agreement. Courses may not be taken "pass/fail" if the student wishes to receive high school credit.

Messiah University acknowledges CCA's right to apply credit toward high school graduation requirements, as CCA deems appropriate. Messiah University will award postsecondary credit to students who successfully complete courses. The Messiah University transcript will reflect completion of college-level work according to commonly accepted post-secondary practices. There will be no notation of high school status on the transcript.

Messiah University is a regionally accredited university. Messiah University credit may transfer to other colleges or universities as a general education course, a major requirement or a free elective.

Tuition and Related Expenses

- CCA will pay Messiah the fees and costs set forth in the Attachment to this Agreement. Any additional costs, academic fees (fees necessary for the student's enrollment and participation in the course, inclusive of book fees) will be included in invoicing from Messiah 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 (textbooks and any materials necessary for the student's enrollment and participation in the course). This amount is non-refundable. No additional costs will be charged unless agreed to in writing by both parties.
 - CCA learners should opt into the Slingshot system, so invoicing from Messiah can include both tuition costs and costs and fees associated with each course.

- CCA students who enroll in Messiah courses outside of CCA's internal approval are subject to CCA's and Messiah's academic and financial policies.
 - Withdrawals: Students who wish to be removed from their dual credit program class(es) must follow the Messiah Add/Drop or Withdrawal Policy in accordance with the Academic Calendar. Students will receive a W grade on their Messiah transcript, as long as the student has met the appropriate deadlines as outlined by the Messiah academic calendar on the Messiah website. The Messiah refund policy will be followed.
- Messiah 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 Messiah. Should Messiah determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, Messiah will contact CCA prior to seeking payment or proceeding with the student's enrollment.
- Messiah 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.

Additional Administrative Responsibilities

Application: The student is responsible for completing the online application.

Acceptance and Registration: Messiah University will notify the students of acceptance and the registration process.

Orientation: Messiah University will hold an orientation for the fall semester for new dual enrollment students.

Materials: The student is responsible for acquiring the required textbooks, instructional resources and materials through Slingshot, for third-party billing from Messiah to CCA.

Academic Progress Reports: Students are responsible for monitoring their own academic progress; the University does not provide regular academic progress reports, but may notify a student if he/she is at risk of not completing the course successfully.

Regulations

Messiah 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. Messiah further agrees to keep confidential any proprietary information shared with it by CCA. Messiah will sign such documents provided by CCA to confirm compliance with the forgoing.

- 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)

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 Messiah agree not to illegally 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. Notwithstanding the foregoing, as a faith-based institution, Messiah University reserves the right to impose faith requirements as permitted by applicable law in community standards and in the hiring and assigning of faculty and staff.

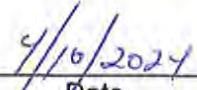
Contact at Messiah University: Matt Reitnour at mreitnour@messiah.edu

SIGNATURES

Commonwealth Charter Academy (CCA)

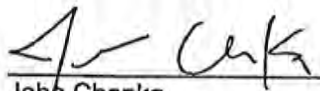


Tom Longenecker
President & CEO

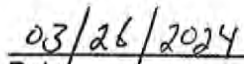


Date

Messiah University



John Chopka
Vice President for Enrollment Management



Date

ADDENDUM

LEGISLATIVE GUIDANCE

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).

COURSES

Dual enrollment learners are eligible for any course without restriction and for which the learner has met the pre-requisite. Seats in courses are not guaranteed to CCA learners and are open to learners, pending availability. Additional courses may be added from the Messiah catalog of offerings for each semester, upon agreement between CCA and Messiah. Courses are delivered in-person, online, hybrid, or all, pending available seats and learner eligibility.

Messiah courses may be accessed here:

[DUAL ENROLLMENT](#)

[MESSIAH CATALOG](#)

FEE STRUCTURE

Fees are determined by course requirements and are available on the Messiah website.

Dual Enrollment Reduced Rate: \$150 per credit hour

NOTE: Reduced Dual Enrollment Rate eligible for the maximum number of seven (7) credits as noted in the Agreement.

**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.*

Dual Credit Agreement
between Pennsylvania Highlands Community College and
Commonwealth Charter Academy (CCA)

The purpose of this agreement is to outline the terms and conditions upon which courses will be offered as part of the Dual Credit Programming through Pennsylvania Highlands Community College (PHCC) for students enrolled at the Commonwealth Charter Academy (CCA). The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Programs in which the school district is participating include(s):
Accelerate College Education (ACE) (CCA Instruction)
Pennsylvania Highlands Community College Academy Pathway
Early College Option (PHCC Instruction)

Principles of Agreement

1. Under this agreement, Pennsylvania Highlands Community College, will make available college-level courses to CCA students. A list of approved courses will be provided each year as an addendum to this agreement.
2. The CCA Vice Provost of Career Readiness in collaboration with HS administration shall be the chief administrator of policies and procedures for dual credit students attending classes located at CCA.
3. The Pennsylvania Highlands Community College *Office of School Partnerships* shall be the chief administrator of policies and procedures for dual credit students attending classes at the College.
4. All dual credit high school students shall be entitled to use college facilities and services. Dual credit students shall be governed by all CCA and College policies as they affect any student of CCA and the College. Notification of violation of said policies will be communicated as appropriate to CCA and College officials. This includes, but is not limited to, Code of Conduct Violations and instances of expulsion or suspension.
5. Students completing the registration and payment process for college dual credit courses must successfully complete all course requirements for college credits to be awarded.
6. Pursuant to the College's tuition and fees schedule approved by the Board of Trustees, students will be charged a reduced, per credit charge for tuition for those courses taught within the CCA by CCA-hired faculty. Tuition and fee schedules are approved annually

during the preceding academic year and are published on the College's website. CCA agrees to pay the tuition and fees; the College will bill CCA on a semester basis.

7. The College reserves the right to review and approve the textbooks used in dual credit courses. The provision of all dual credit course textbooks is the responsibility of CCA. Textbooks for Penn Highlands-offered courses will be billed directly to CCA for approved students.
8. College-level courses offered through the Dual Credit Agreement at CCA must be taught by an approved faculty member employed by CCA. The approval of instructional faculty for all College courses covered by this agreement will be the responsibility of the College. CCA may recommend qualified teachers who are interested in teaching in the dual credit program to the College for consideration. CCA is responsible for notifying the College should an approved teacher become unable to teach the course.
9. Dual credit course faculty must meet at least the minimum credential requirements set forth by the College's current collective bargaining agreement. Such credentialing will be reviewed annually by the College and at the time when new courses are considered.
10. High school staff who are teaching a high school course during the regular school day in which the College is offering credit to dual credit students will not receive any additional compensation outside of the teachers' contract with CCA.
11. Both CCA and the College agree to adhere to the regulations set forth by the Family Education Rights and Privacy Act of 1974 (Buckley Amendment) which mandates that once a student enrolls in postsecondary education, the sole ownership of the education record transitions to the student. Personally-identifiable information contained within the student record can be shared with parent/guardian and/or CCA officials pending appropriate signed release documents provided by both CCA and the College.
12. Students desiring to enroll in courses taught on the college campus, either physically, virtually, or asynchronously online, by the college faculty as part of the Early College Option or Associate in High School Program must meet enrollment deadlines and course pre-requisites. These courses are full college credit price.

Responsibilities of Parties

Approved Dual Credit Faculty:

1. Dual Credit Faculty will be expected to conform to College policies for the dual credit courses they teach including, but not limited to, preparing/distributing approved course syllabi, verifying class rosters, submitting assessment, and providing final grades at the end of the semester.
2. Prior to teaching any approved course, dual credit faculty will be required to complete a new course orientation, available in an online format, as required by NACEP accreditation.

3. All faculty teaching a dual credit course will be required to attend an annual discipline meeting available in both in-person and online formats, as required by NACEP accreditation.
4. All dual credit courses offered at CCA will receive a site visit according to the schedule set forth by the Office of School Partnerships. This review will not include an assessment or evaluation of faculty but will include a review of course rigor, applicability to college level learning methodologies, and student learning outcomes and success, as required by NACEP accreditation. Scheduling of the site visit will be coordinated between the College's liaison and the dual credit faculty member.

Students:

1. In order to be eligible to participate in Dual Credit Programming, high school students must have permission of their parent or guardian to participate, be recommended by CCA school officials, to cross register and meet course prerequisites.
2. For students to be enrolled in dual credit courses they must have the approval of the College and CCA and meet the eligibility requirements as set by the College for the selected program.
3. Students are responsible for completing the appropriate College application, completing any applicable required placement testing, and registering for courses.

College Administrative Responsibilities:

1. At the conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.
2. A record will be maintained by the College for each student in the Dual Credit Program as a part of the permanent college record maintained by the College's Registrar's office. The College will send transcripts to colleges/universities upon a student's request.
3. The College will provide course rosters to instructors when official rosters become available.
4. The College will provide key dates to school districts and instructors for application, registration, required trainings, and other required administrative duties, such as grade entry and roster verification.

CCA Administrative Responsibilities:

1. CCA will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to mutually agreed-upon procedures.
2. In accordance with NACEP guidelines, the College will provide services to all students enrolled in the College's Dual Credit Programming. These services may include but are not

limited to academic advising, assessment, career exploration, courses selection guidance, and degree completion and transfer options. CCA agrees to grant access to the College's admissions and advising staff for this purpose. This access will be scheduled by the College Admissions Office through the CCA officials as appropriate.

3. CCA will pay the College the fees and costs set forth in the Addendum. Any additional costs, academic fees (fees necessary for the student's enrollment and participation in the course, inclusive of e-book fees) will be included in invoicing from the 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 (textbooks not included and necessary for the student's enrollment and participation in the course). This amount is non-refundable. No additional costs will be charged unless agreed to in writing by both parties.
4. CCA students who enroll in College courses outside of CCA's internal approval are subject to CCA's and College's academic and financial policies.

This agreement will be in effect as of the date of its signing, however, the agreement may be renewed with the written consent of both institutions. Either institution may terminate this agreement by written notice of at least six (6) weeks in advance of the effective date of termination. Should this agreement be terminated, it is understood that the termination will not apply to students already accepted to Pennsylvania Highlands Community College under terms of this agreement, and currently enrolled in classes at Pennsylvania Highlands Community College.

For Pennsylvania Highlands Community College:

For CCA:

Cyuthia Doherty

2024-04-22

Vice President of Academic Affairs

Date

President & CEO

Date

Kay-Leigh Malzi

2024-04-22

Associate Dean of Academic Affairs

Date

Vice Provost K-12 Career Readiness

Date



Signature Certificate

Reference number: WCNRU-XDG98-F6DNH-XCFJR

Signer

Timestamp

Signature

Cynthia Doherty

Email: cdoherty@pennhighlands.edu

Sent:

22 Apr 2024 16:58:09 UTC

Viewed:

22 Apr 2024 17:49:01 UTC

Signed:

22 Apr 2024 17:49:19 UTC

Cynthia Doherty

Recipient Verification:

✓ Email verified

22 Apr 2024 17:49:01 UTC

IP address: 198.137.161.2

Location: Johnstown, United States

Kay-Leigh Malzi

Email: kmalzi@pennhighlands.edu

Sent:

22 Apr 2024 16:58:09 UTC

Viewed:

22 Apr 2024 21:19:18 UTC

Signed:

22 Apr 2024 21:19:35 UTC

Kay-Leigh Malzi

Recipient Verification:

✓ Email verified

22 Apr 2024 21:19:18 UTC

IP address: 174.198.3.209

Location: Philadelphia, United States

Document completed by all parties on:

22 Apr 2024 21:19:35 UTC

Page 1 of 1



Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature solution trusted by 50,000+ companies worldwide.



**Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter School and
*Fountain of Youth Academy of Cosmetology***

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 K-12th grade public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by **Fountain of Youth Academy of Cosmetology**. This Agreement shall be effective July, 2024-March, 2027, and shall automatically renew for one-year periods unless otherwise agreed to by both parties.

Background

Section 1525 of the Public School Code requires that CCA enter into an agreement with a credentialing institution to allow students attending CCA and enrolled in Grade 12 to attend the institution and concurrently earn credit at CCA and the institution.

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 coursework, career readiness indicators, and acceptance to a postsecondary institution.

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).

Course Offerings and Credit

1. CCA students enrolled in Grade 12 may register for the courses, programs, training, and other educational offerings of Fountain of Youth Academy of Cosmetology as agreed to by CCA and Fountain of Youth Academy of Cosmetology.
2. The program offered under this Agreement is included in the Attachment; however, CCA's CEO or designee may, in consultation with Fountain of Youth Academy of Cosmetology also allow CCA students to take other offerings through Fountain of Youth Academy of Cosmetology to meet student interest and college or career preparation objectives, and such additional offerings shall be subject to the terms of this Agreement.
3. Fountain of Youth Academy of Cosmetology will award hours and credential preparation at or through Fountain of Youth Academy of Cosmetology to the CCA students in the same manner as those awarded to other individuals enrolled at Fountain of Youth Academy of Cosmetology.
4. The Fountain of Youth Academy program is offered with the intent of providing instruction for CCA students, and CCA shall grant students credits toward the completion of courses required for graduation.
5. CCA shall weigh the high school credits earned by a student for completion of the program at Fountain of Youth Academy – irrespective of whether the course is academic or technical – in the manner similar to Advanced Placement (AP) Program courses at CCA.
6. The courses will be taught by Fountain of Youth Academy of Cosmetology staff and available to the CCA students in-person.
7. Fountain of Youth Academy of Cosmetology will allow CCA to review appropriate program documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this agreement.

Enrollment, Fees, and Payment

8. CCA students shall enroll in the program pursuant to guidelines agreed to by CCA and Fountain of Youth Academy of Cosmetology. Fountain of Youth Academy of Cosmetology 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 Fountain of Youth Academy of Cosmetology courses.
9. CCA will pay Fountain of Youth Academy of Cosmetology the fees and costs set forth in the Attachment to this Agreement, which shall be inclusive of books, test fees, instructor, certification of completion, and all other fees and costs necessary for the student's enrollment and participation in the course. This amount is nonrefundable. No additional costs will be charged to CCA or the students unless agreed to in writing by both parties.

10. CCA students who enroll in courses outside of CCA's internal approval are subject to CCA's and Fountain of Youth Academy of Cosmetology academic and financial policies.
11. Fountain of Youth Academy of Cosmetology 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 Fountain of Youth Academy of Cosmetology. Should Fountain of Youth Academy of Cosmetology determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the program, Fountain of Youth Academy of Cosmetology will contact CCA prior to seeking payment or proceeding with the student's enrollment.
12. Fountain of Youth Academy of Cosmetology shall provide CCA an invoice for the course fees for each student upon confirmation of enrollment and finalization of student account reports. The invoice shall provide CCA with the name of each student and the course(s) or program 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.
13. Fountain of Youth Academy of Cosmetology agrees to comply with all federal and state laws and CCA Board policies regarding 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. Fountain of Youth Academy of Cosmetology further agrees to keep confidential any proprietary information shared with it by CCA. Fountain of Youth Academy of Cosmetology will sign such documents provided by CCA to confirm compliance with the foregoing.
 - a. 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>)

Student Eligibility Criteria

14. Students will be enrolled in Fountain of Youth Academy of Cosmetology courses under this Agreement in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to Fountain of Youth Academy of Cosmetology. At a minimum, CCA students shall meet the following CCA eligibility criteria:

Student must:

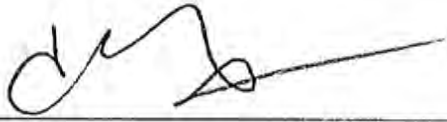
- a. Be enrolled in Gr. 12 and registered for the programs, courses, training, and other educational offerings of Fountain of Youth Academy of Cosmetology, as agreed to by Fountain of Youth Academy of Cosmetology and CCA.
- b. Obtain written permission from the student's parent(s) or legal guardian(s), to participate in the program.
- c. Demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by Fountain of Youth Academy of Cosmetology and CCA (may include recommendations, entering and

- maintained GPA, standardized test scores, and placement exams if necessary).
- d. Maintain a 2.5 cumulative GPA at CCA.
 - e. Complete one semester of non-credit or credit certificate programs with CCA.
 - f. Not be involved in the academic escalation (MTSS warning and intervention) process.
 - g. Be satisfactorily meeting high school graduation requirements, as determined by CCA.
 - h. Review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance.
 - Courses are non-remedial.
 - Courses are taught at a postsecondary or collegiate expectation/standard.
 - Courses are identical to traditional Fountain of Youth Academy of Cosmetology courses.
 - Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.
15. In consultation with the Fountain of Youth Academy of Cosmetology, CCA may waive the eligibility criteria above for a student.
 16. Fountain of Youth Academy of Cosmetology 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 attend 80% of the time and earn a minimum grade of 75% or a grade of "C" or better in the course.

Termination and Renewal

17. This Agreement may be terminated by either party with 30 days' written notice to the other party. Any CCA students enrolled in the Fountain of Youth Academy of Cosmetology courses at the time of termination shall remain enrolled through the end of the course.
18. This Agreement shall automatically renew for one-year periods unless terminated by either party.
19. CCA and its employees and Fountain of Youth Academy 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.

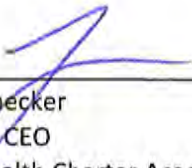
SIGNATURES



Date

4-22-24

Cheri Herold
President
Fountain of Youth Academy of Cosmetology



Date

5/15/2024

Tom Longenecker
President & CEO
Commonwealth Charter Academy

**Concurrent Credit Agreement Between Commonwealth Charter Academy
Charter School and Fountain of Youth Academy of Cosmetology**

**ATTACHMENT 1
COURSES AND FEES**

Fountain of Youth Academy will provide weekly progress updates with systemic Reports issued at the evaluation points according to the program. After completion, learners receive their final transcript. Each learner is equipped with a student portal that also tracks earned hours and grades. They also receive access to our online learning portal where they use the Cima activities, workbooks, videos and tests.

Terms are defined as Cosmetology: 300, 600, 900 and 1250 hours. Esthetician & Nail Tech Combo: 300, 600 hours. Natural Hair Braiding & Nail Tech Program: 300, 600 hours. **The programs are approved by the State Board of Cosmetology, are NACCAS accredited and certified by the United States Department of Education.**

Cosmetology: Full Cosmetology program yields three (3) credentials that include Hair, Skin Care (Esthetician), and Nail Tech.

TERM 1		TERM 2		TERM 3		TERM 4	
Courses Life Skills Infection Control Chemistry and Chemical Safety Nail Structure and Growth Nail Conditions, Disorders and Diseases Manicuring/Pedicuring Nail Tips and Wraps Liquid and Powder Nail Enhancements Light Cured Gels Communicating for Success The Healthy Professional The Beauty Business		Courses History and Career Opportunities Professional Image General Anatomy and Physiology Electricity and Electrical Safety Skin Structure, Growth, and Nutrition Skin Conditions, Disorders and Diseases Hair Removal Facials Makeup Career Planning On the Job		Courses Hair and Scalp Properties Hair and Scalp Conditions, Disorders and Diseases Principles of Hair Design Scalp Care, Shampooing, and Conditioning Hairstyling		Courses Haircutting: texturizing, layering, blunt, 45 degree, 95 degree, 180 degree, long layers, shag, classic bob, bangs/fringes, razoring, clippers, fades, men's cutting Haircoloring: grey coverage, toning, balayage, highlighting/lowlighting, foils, color corrections, ombre Braiding and Braid Extensions Wigs and Hair Additions Chemical Texture Services State Board Exam Prep	
Cumulative Term Hours 300		Cumulative Term Hours 600		Cumulative Hours 900		Cumulative Hours 1250	
Term Cost		Term Cost		Term Cost		Term Cost	
Tuition	4649	Tuition	4649	Tuition	4649	Tuition	4651
Registration Fee	500						
Books/Cima/BA AB Kit/Uniform	341 2000					Licensing Exam	118
Term Total Cost	7490		4649		4649		4769

Esthetician & Nail Tech Combo: This program yields two (2) credentials that include Skin Care (Esthetician) and Nail Tech.

TERM 1		TERM 2		TERM 3 N/A		Term 4 N/A	
Courses Life Skills Infection Control Chemistry and Chemical Safety Nail Product Chemistry Nail Structure and Growth Nail Conditions, Disorders and Diseases Manicuring/Pedicuring Nail Tips and Wraps and Forms Liquid and Powder Nail Enhancements Nail Resin Systems Light Cured Gels Nail Art Electric Filing Communicating for Success The Healthy Professional The Beauty Business		Courses History and Career Opportunities and History of Esthetics Professional Image General Anatomy and Physiology Electricity and Electrical Safety Physiology and Histology of the Skin Skin Structure, Growth, and Nutrition Skin Conditions, Disorders and Diseases Hair Removal Facials, Skin Analysis, Treatment Room, Treatments Facial Devices, Technology and Massage Skin Care Products: Chemistry, Ingredients, and Selection Makeup Advanced Topics and Treatments Career Planning On the Job State Board Exam Prep		*Can add the Hair program (650 more hours) if desired. Previous hours count towards the program so everyone will complete at same time and be at the same level.			
Cumulative Term Hours 300		Cumulative Term Hours 600					
Term Cost		Term Cost					
Tuition	4527	Tuition	4527				
Registration	500	Licensing Exam	236				
Fee	546						
Books/Cima/BA	861						
AB							
Kit/Uniform							
Term Total Cost	6434		4763				

All Programs are skills/mastery-based and supports (if needed) are personalized.

NOTE: The State Board of Cosmetology requires that the hours be completed within a 4-year period.

Natural Hair Braiding & Nail Tech Combo: This program yields two (2) credentials that include Hair Braiding and Nail Tech.

TERM 1		TERM 2		TERM 3 N/A		Term 4 N/A	
Courses Life Skills Infection Control Chemistry and Chemical Safety Nail Product Chemistry Nail Structure and Growth Nail Conditions, Disorders and Diseases Manicuring/Pedicuring Nail Tips and Wraps and Forms Liquid and Powder Nail Enhancements Nail Resin Systems Light Cured Gels Nail Art Electric Filing Communicating for Success The Healthy Professional The Beauty Business		Courses History and Career Opportunities Professional Image General Anatomy and Physiology Electricity and Electrical Safety Anatomy Physiology and Nutrition Textured Hair is Manageable Hair Types, Structure, and Textural Differences Hair and Scalp Diseases and Disorders Natural Hair and Braid-Sculpting Techniques Career Planning On the Job State Board Exam Prep		*Can add the Hair program (650 more hours) if desired. Previous hours count towards the program so everyone will complete at same time and be at the same level.			
Cumulative Term Hours 300		Cumulative Term Hours 600					
Term Cost		Term Cost					
Tuition	3975	Tuition	3976				
Registration	500	Licensing	236				
Fee	546	Exam					
Books/Cima/BA	1225						
AB							
Kit/Uniform							
Term Total Cost	6246		4212				

All Programs are skills/mastery-based and supports (if needed) are personalized.

NOTE: The State Board of Cosmetology requires that the hours be completed within a 4-year period.

**Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter School and
Naylor-Adams Aviation, Inc., Cargill Aeronautical**

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 **Naylor-Adams Aviation, Inc., Cargill Aeronautical**. This Agreement shall be effective July 1, 2024, and shall automatically renew for one-year periods unless otherwise agreed to by both parties.

Background

Section 1525 of the Public School Code requires that CCA enter into an agreement with a credentialing institution to allow students attending CCA and enrolled in Grades 7-12 to attend the institution and concurrently earn credit at CCA and the institution.

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 coursework, career readiness indicators, and acceptance to a postsecondary institution.

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:

Course Offerings and Credit

1. CCA students enrolled in Grades 11-12 may register for the courses, programs, training, and other educational offerings of Cargill Aeronautical as agreed to by CCA and Cargill Aeronautical.
 2. The Private Pilot offered under this Agreement is included in the Attachment; however, CCA’s CEO or designee may, in consultation with Cargill Aeronautical also allow CCA students to take other offerings through Cargill Aeronautical to meet student interest and college or career preparation objectives, and such additional offerings shall be subject to the terms of this Agreement.
 3. Cargill Aeronautical will train students to FAA Practical Test Standards (PTS) at or through Cargill Aeronautical to the CCA students in the same manner training provided to other individuals enrolled at Cargill Aeronautical.
 4. The Private Pilot training is offered with the intent of providing instruction for CCA students, and CCA shall grant students credits toward the completion of courses required for graduation.
 5. CCA shall weight the high school credits earned by a student for completion of the program at Cargill Aeronautical – irrespective of whether the course is academic or technical – in the manner similar to Advanced Placement (AP) Program courses at CCA.
-
6. The courses will be taught by Cargill Aeronautical Certified Flight Instructors and available to the CCA students in-person.
 7. Cargill Aeronautical will allow CCA to review appropriate program documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this agreement.

Enrollment, Fees, and Payment

8. CCA students shall enroll in the program pursuant to guidelines agreed to by CCA and Cargill Aeronautical. Cargill Aeronautical 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 Cargill Aeronautical courses. The on-line ground school, FAA Knowledge test and FAA Checkride are delivered by third-party providers. It is highly recommended that the student complete the on-line ground school prior to starting the training with Cargill Aeronautical's Certified Flight Instructors.

9. Participating CCA learners/families will be responsible for the initial "Training Supplies & Third-Party Costs". CCA will pay Cargill Aeronautical the hourly rates for instruction and aircraft rentals as outlined in the Cost Estimate Addendum. Cost must be paid in advance or at the time of service. No additional costs will be charged to CCA or the students unless agreed to in writing by CCA. Cargill Aeronautical is Mastery-Based learning. Total costs are contingent upon CCA students' individual learning pace and frequency of training, assessment, and credentialing.
10. CCA students who enroll in courses outside of CCA's internal approval are subject to CCA's and Cargill Aeronautical's academic and financial policies.
11. Students must comply with the Cargill Aeronautical academic and student policies noted within the *Standard Operating Procedures, and Renters Agreement*. Students and parents/legal guardians will be required to sign off on their understanding of obligations. Additionally, students are responsible for any policies and procedures noted in the appropriate academic catalog. The appropriate academic catalog refers to the catalog of the academic year in which the student began the program.
12. Cargill Aeronautical 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 Cargill Aeronautical. Should Cargill Aeronautical determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the program, Cargill Aeronautical will contact CCA prior to seeking payment or proceeding with the student's enrollment.
13. Cargill Aeronautical shall provide CCA an estimate for the course fees for each student upon confirmation of enrollment and finalization of student account reports. The estimate shall provide CCA with the name of each student and the course(s) or program in which the student was enrolled. CCA will pay for flight training in advance or at the time of service.
14. Cargill Aeronautical agrees to comply with all federal and state laws and CCA Board policies regarding 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. Cargill shall provide CAA the necessary documentation to comply with FERPA and IDEA. Cargill Aeronautical further agrees to keep confidential any proprietary information shared with it by CCA. Cargill Aeronautical will sign such documents provided by CCA to confirm compliance with the forgoing.

- a. 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>.) Cargill shall provide CAA documentation necessary to comply with FERPA.
- b. Students in the Program are admitted without regard to disability and are held to the same standards and expectations as all other regularly enrolled students. Students are responsible seek out accommodations under the Americans with Disabilities Act ("ADA") and to self-disclose any disabilities. Accommodations provided by the Cargill Aeronautical may not be the same as those contained in the student's Individualized Education Program and 504 program processes. CCA may work in collaboration with the Cargill Aeronautical to seek reasonable accommodations under the ADA. Students interested in the Program may engage by self-disclosing any disabilities upon acceptance into the Program and any accommodation letters would be issued upon enrollment.

Student Eligibility Criteria

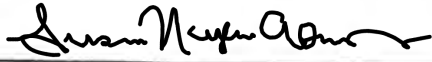
15. Students will be enrolled in Cargill Aeronautical courses under this Agreement in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to Cargill Aeronautical. At a minimum, CCA students shall meet the following CCA eligibility criteria. Student must:
 - a. Be enrolled in Gr. 11-12 and registered for the programs, courses, training, and other educational offerings of Cargill Aeronautical, as agreed to by Cargill Aeronautical and CCA.
 - b. Obtain written permission from the student's parent(s) or legal guardian(s), to participate in the program.
 - c. Demonstrate readiness for the level of coursework in the intended subject areas as jointly determined by Cargill Aeronautical and CCA (may include recommendations, entering and maintained GPA, standardized test scores, and placement exams if necessary).
 - d. Maintain a 2.5 cumulative CCA GPA at CCA.
 - e. Complete one semester of non-credit or credit certificate programs with CCA.
 - f. Not be involved in the academic escalation (MTSS warning and intervention) process.
 - g. Be satisfactorily meeting high school graduation requirements, as determined by CCA.
 - h. CCA learners must be able to pass a minimum of a 2nd class medical to be a commercial pilot and 1st class medical to be an Airline Transport Pilot.

- i. Review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance.
 - Courses are non-remedial.
 - Courses are taught at a postsecondary or collegiate expectation/standard.
 - Courses are identical to traditional Cargill Aeronautical courses.
 - Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.
 - j. Successful learners will complete the Knowledge Test (typically through King's or Sporty's – FAA-approved online programs) within the first month of enrollment.
16. In consultation with the Cargill Aeronautical, CCA may waive the eligibility criteria above for a student.
 17. Cargill Aeronautical shall provide CCA with records of student course completion and grade(s) within 30 days of the FAA Checkride completion. In order to obtain CCA credit, students must attend 98% of the time, earn a minimum grade of 70% on the FAA Private Pilot Knowledge test, and "pass" the FAA Checkride.

Termination and Renewal

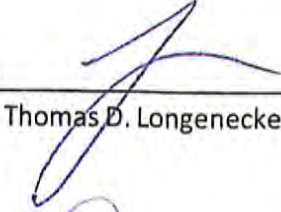
18. This Agreement may be terminated by either party with 30 days' written notice to the other party. Any CCA students enrolled in the Cargill Aeronautical courses at the time of termination shall remain enrolled through the end of the course.
19. This Agreement shall automatically renew for one-year periods unless terminated by either party.
20. CCA and its employees and Cargill Aeronautical and its employees shall both be properly insured and acknowledge and agree to be treated as independent contractors in partnership with one another.
21. 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



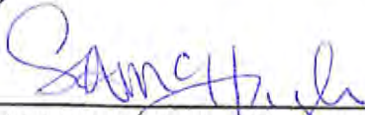
Susan N. Adams, Cargill Aeronautical

5/26/2024
Date



Thomas D. Longenecker CCA, President and CEO

5/15/2024
Date



Stephanie A. McHugh, CCA, Vice Provost of K-12 Career Readiness

5/17/2024
Date

COURSES

The Cargill Aeronautical Instruction

Credits and industry credentials articulate to other aeronautical institutions and companies.

The average lesson is under 2 hours and approximately \$500 per lesson.

FEES

Estimated

CCA Learners/Families will be responsible for the Training Supplies & Third-Party Costs

CCA will be responsible for:

- Pre-Solo Competency Level I – 8-9 weeks
- Cross Country
- Checkride Prep

See Cost Estimate Addendum for the duration of instruction and specific itemized costs.

**Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter School and
Cargill Aeronautical**

ATTACHMENT 1

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made as of this 1st 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 11th or 12th 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

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.	
Expense Type	Cost
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"> College Success Coaches (graduate student staff), Tutor-Mentors (undergraduate student staff) 	\$250
Total Cost Per Student/per course (2023-2024)	\$1250

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
smchugh@ccaeducate.me

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. 10th 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.

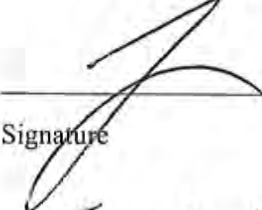
12. Compliance with Laws regarding Education Records. Both parties shall comply with all applicable federal and state laws regarding the confidentiality of educational records of the Program Participants including but not limited to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, its 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

Thomas D. Longenecker
Printed Name

President & CEO
Title

Commonwealth Charter Academy

DocuSigned by:

3/20/2024
67E09EF2DF464DB...

Signature Date

Jaison G. Kurichi
Printed Name

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.



Memorandum of Understanding

Purpose

Commonwealth Charter Academy (CCA) and Associated Builders & Contractors (ABC) Keystone Chapter seek to encourage the growth of career pathway opportunities for CCA students in the construction sectors through pre-apprenticeships. The development of pre-apprenticeships will provide students career-specific skills in the construction field, advance work-readiness, and connect to longer-term career opportunities.

Potential Trades (apprenticeship training is not offered in each trade every year)

HVAC	Electrical	Plumbing
Construction Craft Laborer	Carpentry	Sheet Metal
Heavy Equipment Operation	Additional trades may be added	

Terminology

NCCER: National Center for Construction Education and Research (NCCER) developed a training curriculum for more than 70 different craft areas. NCCER curriculum is taught by accredited contractors, associations, and construction users worldwide. The “Core Curriculum” is taught to all ABC apprentices in each of the trade areas (electrical, HVAC, carpentry, sheet metal, construction craft labor, heavy equipment operation and plumbing).

Curriculum: NCCER curriculum developed by NCCER and published by Pearson

OJT: On-the-job training hours; earned only while doing actual work outside of the classroom

Length of Pre-apprenticeship: 60 - 84 Hours

Cost per student: \$2,000 - \$2,250

Location: ABC Center for Construction Careers, Manheim, PA

Class Size: Maximum: 18 students; Minimum: 5 students

When: 13 days/5 hours per day

Who: CCA students in the 11th and 12th grades

Instructor: Various, by class

One of the major services that NCCER provides is its National Registry. The National Registry is maintained and updated by NCCER and is a secure database which tracks the credentials of all the craftsmen who participate in NCCER's training and assessment programs.

Enrollment below 5 Students if built as a CCA-only class

CCA will be charged the total cost of the program (\$2000-2,250 per student) for a minimum of 5 students throughout the program. If the number of students enrolled in the program drops below 5, ISPA will be invoiced for 5 students for the program to continue.

NCCER National Registry

Form 200 module completion information for all students completing any NCCER modules, will be entered by Keystone ABC to the NCCER National Registry. The cost per student covers the registration fee of \$25.00 per student to have their information registered with the NCCER National Registry and provide required record keeping. Invoicing will be submitted to CCA when NCCER release forms are received by ABC.

Entry into the NCCER National registry will be completed when payment has been received by ABC from CCA. This is not dependent upon the student being hired by an ABC member company or being enrolled in the ABC apprenticeship program.

Program Oversight

The school shall have one designated liaison responsible for facilitating the above stated process with the ABC Keystone Chapter.

Advancement in ABC Keystone Chapter Apprenticeship Program

Criteria for CCA graduates to come into the ABC Keystone Chapter registered apprenticeship programming at a different level than the beginning will be dependent on the modules completed as well as the following:

- I. NCCER Text
 - a. NCCER text is used as a primary text for that course throughout the year (including Core modules)
 - b. Instructors are certified by NCCER through ABC Keystone Chapter or other acceptable NCCER entity.
- II. NCCER Module Tests
 - a. Students must take all module written tests, with score of 70% or higher. One retest module is permitted.
 - b. Students must pass all module performance tests.
 - c. Equivalent instruction and testing from other textbooks are acceptable, conditioned on covering the same knowledge and skill proficiencies/competencies.
 - d. When the above occur for all modules of the Core curriculum, the student will be granted credit for the first semester of an ABC Keystone Chapter first-year registered apprenticeship program.

III. Record Keeping


- a. At the beginning of each year, NCCER Release forms will be signed by students (and parents if student is under 18) and sent to the ABC office within two weeks of the start of class.
- b. Keystone ABC will prepare Form 200 for instructors to use during the year.
- c. At the end of regular classes instructors will send completed Form 200 to the ABC office.
- d. After receiving the Form 200s, Keystone ABC will send required information to the NCCER registry.

IV. OJT Hours

- a. Students may earn OJT hours while working on projects outside the classroom and while on co-op jobs if applicable.

IIV. School Attendance

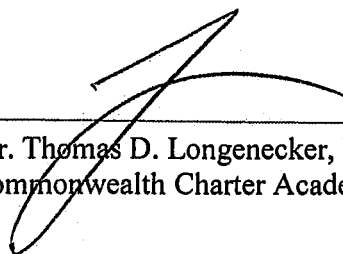
- a. To qualify for advancement to a higher level of the Keystone ABC academic program, the student must maintain a 95% attendance record during his/her attendance at CCA. (Exceptions will be made for extenuating circumstances)



Cindy DeWire, Director of Apprenticeship
ABC Keystone Chapter

8/17/2021

Date


Mr. Thomas D. Longenecker, President and CEO
Commonwealth Charter Academy

8/11/2021
Date



MEMORANDUM OF UNDERSTANDING

Pennsylvania College of Art & Design (PCA&D) and
Commonwealth Charter Academy (CCA) Dual Enrollment Agreement

Commonwealth Charter Academy

One Innovation Way
Harrisburg, PA 17110
www.ccaeducate.me

and

Pennsylvania College of Art & Design

204 North Prince Street
Lancaster, PA 17608
www.pcad.edu

I. DEFINITION

In the Commonwealth of Pennsylvania "dual enrollment," also known as "concurrent enrollment," refers to postsecondary education courses that count towards high school graduation requirements and are college-level and credit-bearing. Pennsylvania College of Art & Design dual enrollment courses are transferable to PCA&D baccalaureate degree and postsecondary certificate programs and may be transferable to other institutions. PCA&D's dual enrollment course offerings are designed to provide qualified high school students the opportunity to earn college credit and accelerate their postsecondary professional art and design studies.

II. PURPOSE AND SCOPE OF AGREEMENT

Pennsylvania College of Art and Design (PCA&D) is partnering with Commonwealth Charter Academy (CCA) to provide the opportunity to qualified high school juniors and seniors to enroll in credit-bearing courses that contribute to their completion of secondary education graduation requirements and initiate their studies in postsecondary education. Under this agreement, students may earn concurrent high school and college credit, as approved by the school, school district, and/or the Pennsylvania Department of Education. Courses eligible for dual enrollment are selected from general education courses, postsecondary certificate program courses, and foundation studio courses offered by PCA&D. Enrollment is subject to student qualifications as well as course availability. Students may take up to six (6) credits a semester or twelve (12) credits per year under this agreement. PCA&D courses are taught by PCA&D faculty members.

III. PRINCIPLES AND TERMS OF AGREEMENT

PCA&D and CCA mutually confirm the following points of agreement, to assure equal treatment of qualified dual enrollment students. Under this agreement, PCA&D agrees to following:

1. Assign a Coordinator to develop partnerships with the local secondary schools and be responsible for the administration of the program at the Lancaster site, including the following details:
 - a. Prepare and sign the Memorandum of Understanding (MOU).
 - b. Coordinate application and enrollment deadlines with the CCA personnel in charge of early college and dual enrollment programs.
 - c. Continually advise students enrolled in the dual enrollment program to assess registration intentions for each semester.
2. Assign a Dual Enrollment Admission Counselor who will work with the CCA contact, administering the following details:
 - a. Coordinate student eligibility, admissions, and course enrollment process. Students must:
 - i. Fulfill Enrollment Criteria:
 1. Maintain eligibility with a cumulative CCA GPA of 2.5 or higher, be satisfactorily meeting high school graduation requirements as determined by CCA, and not be involved in the academic escalation (MTSS) process.
 2. Be an enrolled rising or current junior or senior, having completed one semester of non-credit or credit-bearing certificate programs with CCA.
 3. In consultation with PCA&D, CCA may waive the eligibility criteria above for a student.
 - ii. Submit the PCA&D Dual Enrollment application (including parent/guardian permission), located at pcad.edu/dual-enrollment.
 1. Also submit the PCA&D Dual Enrollment Request Form (completing all information with cooperation from CCA personnel).
 2. Release the official High School Transcript; sent by CCA to admissions@pcad.edu with most current coursework included.
 - iii. Participate in a brief Interview to be scheduled by PCA&D's Dual Enrollment Admissions Counselor. If the student is planning to take any art-making based courses, they'll be asked to show a few pieces of art and discuss their creative skill-sets to ensure they'll be successful in a studio class environment.
 - iv. Meet any course prerequisites or complete any "pipeline" courses, if applicable.

- v. Register for the courses, programs, training, and other educational offerings by following the process and adhering to all deadlines as outlined by CCA and PCA&D.
 - vi. Follow the course drop/withdraw process in accordance with PCA&D policy. Enrollment withdrawals will be credited according to PCA&D cancellation and withdrawal policies.
 - vii. NOTE: CCA students who enroll in PCA&D courses outside of CCA's internal approval are subject to CCA's and PCA&D's academic and financial policies.
3. Provide enrolled students with a PCA&D ID and student network account, information on PCA&D student policies and services, and access to college resources and facilities.
 4. Provide designated CCA personnel with in-progress grade reports upon request in order that they be included in CCA grade reporting to learners and families. Provide students with PCA&D online access to grade reports after the completion of each course; support students in the process of obtaining an official PCA&D transcript.
 5. PCA&D faculty and 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 PCA&D courses and programs.
 6. Upon confirmation of term enrollment, invoice CCA for the course fees for each enrolled student. The invoice shall provide CCA with the name of each student and the course(s) in which each student is 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.
 - a. NOTE: PCA&D will not directly 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 enrolled at PCA&D.
 - b. Should PCA&D determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation, PCA&D will contact CCA prior to seeking payment or proceeding with the student's enrollment.
 7. CCA / PCA&D dual enrollment students are eligible to participate in programming and opportunities offered through PCA&D exhibitions programs, including joint curatorial and exhibition opportunities and experiences. PCA&D representatives will coordinate with CCA personnel to facilitate these opportunities for students at the beginning of each school year.
 8. PCA&D 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. PCA&D further agrees

to keep confidential any proprietary information shared with it by CCA and will sign such documents provided by CCA to confirm compliance with the foregoing.

Under this agreement, CCA agrees to the following:

1. Commonwealth Charter Academy will assign a contact to:
 - a. Ensure that students who apply meet the criteria set forth in the Dual Enrollment application, confirming student eligibility each term.
 - b. Forward the Dual Enrollment Request Form, including parent/guardian written permission, and each student's official in-progress transcripts to PCA&D via admissions@pcad.edu in order to meet the agreed-upon deadline.
 - c. Assist in meeting students' scheduling needs to accommodate their CCA coursework and PCA&D's block schedule offerings.
 - d. Provide relevant documentation in the form of IEPs/504s in compliance with IDEA. Coordinate access to career and academic advising resources offered by PCA&D by coordinating meetings between representatives from each institutional annually, prior to the start of the new school year.
 - e. Grant credit toward the completion of courses required for CCA graduation. Note: CCA shall weigh the high school credits earned by a student for completion of an PCA&D course — irrespective of whether the course is academic or technical — in the manner similar to the Advanced Placement (AP) Program courses at CCA.
 - f. Upon receipt of PCA&D term invoicing (after enrollment is finalized), pay the tuition, the \$50 technology fee due each semester, and any additional materials fees associated with specific courses. Tuition is \$600 per three-credit hour course. No additional costs will be charged to CCA or students unless agreed to in writing by CCA.

IV. LENGTH OF AGREEMENT

This agreement will continue in effect for a two (2)-year period and will automatically renew for up to two consecutive two (2)-year periods unless terminated or amended. Amendments and terminations must occur in writing by June 30 of any calendar year in order for changes to be applicable to the following academic year. Students participating in the program at any time of termination shall be permitted to complete the course under the terms and conditions set forth within.

The PCA&D address to which the written notice is to be sent is cmasse@pcad.edu or Pennsylvania College of Art & Design, ATTN: Provost, 204 N. Prince Street, Lancaster, PA 17608-0059.

The CCA address to which the written notice is to be sent is smchugh@ccaeducate.me or Commonwealth Charter Academy, ATTN: Vice Provost of K-12 Career Readiness, 162 E. Bridge Street, Homestead, PA 15120.

204 North Prince Street, PO Box 59
Lancaster PA 17608-0059
717 396 7833
pcad.edu

Pennsylvania College of **ART & DESIGN**

V. NON-DISCRIMINATION POLICY:

Pennsylvania College of Art & Design values diversity, equity, and inclusion and affirms its commitment to a college community where all are treated with respect and dignity. PCA&D has an institutional commitment to equal opportunity and is committed to creating and fostering positive educational, working, and living environments where all community members can participate fully and equally and are free from discrimination, harassment, intimidation, or retaliation.

Discrimination is antithetical to our core values. Each member of the PCA&D community—including faculty, staff, and students—is responsible to foster a culture of respect and uphold the College's non-discrimination policy:

Pennsylvania College of Art & Design prohibits discrimination against and harassment on the basis of age, race, color, national or ethnic origin, sex, gender identity or expression, sexual orientation, family or marital status, pregnancy, genetic information, disability, religion, veteran status, or any other protected class in any aspects of its employment process, admissions process, and programs and activities. Pennsylvania College of Art & Design prohibits unlawful discrimination and harassment in accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Pennsylvania Human Relations Commission Policies & Nondiscrimination Guidelines, City of Lancaster General Legislation Chapter 125/Ord. No. 10-2001, and all other applicable federal, state, and local laws.

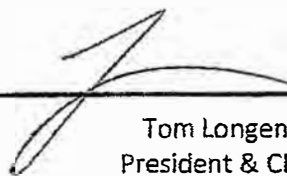
VI. AGREEMENT AUTHORIZATION


The following are the designated program and or institutional representatives for each institution for the purposes of implementing this agreement and for any notices required to be given under this agreement.

This authorized agreement is to become effective on January 1, 2024 and will undergo a comprehensive review in August 2027.

VII. SIGNATURES

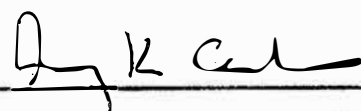
CCA

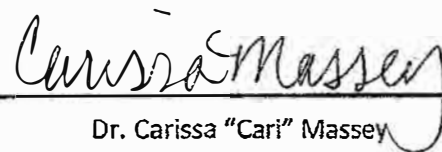


Tom Longenecker
President & CEO, CCA

Dr. Stephanie McHugh
Vice Provost, CCA

PCA&D



President, PCA&D

Dr. Carissa "Cari" Massey
Provost, PCA&D

VIII. ADDENDUM TO THE AGREEMENT BETWEEN PCA&D AND CCA

BACKGROUND:

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 Pennsylvania College of Art & Design (PCA&D).

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.

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.

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).

COURSES AND CREDITS:

The courses offered under this Agreement are included in this Addendum; however, CCA's CEO or designee may, in consultation with PCA&D, also allow CCA students to take other IHE courses through PCA&D to meet student interest and career preparation objectives, and such additional courses shall be subject to the terms and conditions of this Agreement.

PCA&D will award credits at or through PCA&D to enrolled CCA students in the same manner as those awarded to other individuals enrolled in PCA&D.

On-line Programs/Courses Offered:

Phase #1

- In Person Foundation Studio classes on PCA&D's Campus
- Certificates in Business & Creative Industry
- Certificates (may be applied to a minor or BFA):
 - Fashion Merchandising
 - eSports
 - Data Visualization

Phase #2

- AA in Design Thinking (pre-requisite in Foundation Studio until virtual options are created)

**Concurrent Enrollment Agreement Between
Commonwealth Charter Academy Charter School
and Wilson College (Wilson)**

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 **Wilson College (Wilson)**. This Agreement shall be effective for three (3) years from July 1, 2024, through December 31, 2027, and will automatically renew for one-year periods unless otherwise stipulated by CCA and Wilson.

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 December 31, 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 Wilson courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to Wilson upon request. At a minimum, CCA students shall meet the following eligibility criteria:
 - a. Student must be in Grades 11-12 for Dual Enrollment, registered for courses offered by Wilson as agreed to by CCA and Wilson.
 - 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 Wilson.
 - 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 Wilson 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 Wilson 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.
 - a. Dual Enrollment: exceptions to the eligibility requirements above may be made through agreement between CCA and via the Wilson admission process as approved by the Associate Dean of programming.
- 3. Wilson 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 D- or better in each dual credit course.

COURSES AND CREDITS

- 4. CCA students enrolled in Grades 11-12 in the Dual Enrollment program may register for courses offered to dual enrollment student, as agreed to by CCA and Wilson.
- 5. Courses offered under this Agreement are inclusive of all high school dual enrollment courses offered at Wilson, pending available seats in programs. CCA's CEO or designee may, in consultation with Wilson, 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. Wilson will award credits at or through Wilson to the CCA students in the same manner as those awarded to other individuals enrolled at Wilson.
- 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 Wilson staff and available to the CCA students online, in-person, or a combination thereof for the Dual Enrollment program.
- 10. Wilson 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 Wilson. Wilson 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 Wilson courses.

FEES AND PAYMENT

12. CCA will pay Wilson the fees and costs set forth in the Attachment to this Agreement. Any additional costs, academic fees (fees necessary for the student's enrollment and participation in the course, inclusive of Cengage e-book fees) will be included in invoicing from Wilson 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 (textbooks not included with Cengage and lab kits necessary for the student's enrollment and participation in the course). 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 Wilson courses outside of CCA's internal approval are subject to CCA's and Wilson's academic and financial policies.
 - a. Withdrawals: Students who wish to be removed from their dual credit program class(es) must follow the Wilson Add/Drop or Withdrawal Policy in accordance with the Academic Calendar. Students will receive a W grade on their Wilson transcript, as long as the student has met the appropriate deadlines as outlined by the Wilson academic calendar on the Wilson website. The Wilson refund policy and other information can be found in the catalog: <https://wilson.smartcatalogiq.com/>
14. Wilson 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 Wilson. Should Wilson determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, Wilson will contact CCA prior to seeking payment or proceeding with the student's enrollment.
15. Wilson 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. Wilson 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. Wilson further agrees to keep confidential any proprietary information shared with it by CCA. Wilson will sign such documents provided by CCA to confirm compliance with the forgoing.

- a. 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>)

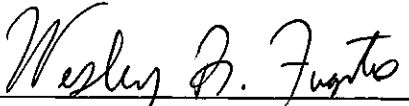
PARTNERSHIP: TERMINATION AND RENEWAL

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 Wilson 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 Wilson 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 Wilson 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



Dr. Wesley Fugate
President, Wilson College

Date: 4/25/24



Dr. Elissa Heil
VP Academic Affairs/Dean of Faculty, Wilson College

Date: 4/25/24

CCA Signatures



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

Date: 4/10/2024

ATTACHMENT

COURSES/PROGRAMS

All courses designated as appropriate by the Wilson College Here and Now: including but not limited to:

- a. Dual Enrollment- students may take any college course listed on the high school dual enrollment course list. The list of course options changes each semester and will be provided to students. Information on Wilson's dual enrollment is located at <https://www.wilson.edu/dual-enrollment>

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

FEES

Tuition

Wilson College undergraduate tuition for CCA students: \$150 per credit hour

Fees

Educational Services Fee: \$45 per credit hour, per 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.*

**Course Enrollment Agreement between
Cheyney University of Pennsylvania
and
Commonwealth Charter Academy Charter School**

Preface

Cheyney University of Pennsylvania (Cheyney University or Cheyney or University) and Commonwealth Charter Academy Charter School (CCA) enter into this Course Enrollment Agreement (Agreement) to provide CCA students in their junior and senior years of high school an opportunity to participate in an early college experience through Cheyney University Dual Enrollment Program.

Pennsylvania public schools, including cyber charter schools, are encouraged to offer college and career readiness programs. Rigorous courses of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, concurrent-enrollment 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. 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.

Cheyney University offers an Aquaculture Research and Education Laboratory (AREL) program that provides an academic and professional specialization in the culture of growing aquatic animals and plants in controlled environments. CCA operates its AgWorks at CCA program, which provides exploratory and educational experiences for students in the fields of aquaculture and controlled environment agriculture to students in grades K-12. In order to expand the learning opportunities for its student's CCA desires to partner with Cheyney University to offer learning experiences in the University's AREL program to CCA students.

The Pennsylvania Department of Education recognizes that charter schools and cyber charter schools can purchase courses from post-secondary institutions and offer them as part of their own curriculum, with the post-secondary institution making independent determinations to award credit to students successfully completing the courses. This Agreement facilitates CCA's purchase of courses from Cheyney University consistent with this guidance, on a per-seat basis, with a seat consisting of one student in one course. These courses may be in the AREL program or in such other programs as CCA and Cheyney University may from time to time agree. The courses under this Agreement will be included in exhibits appended hereto.

The Cheyney University

Cheyney University provides high school students with early admission to the University and a jump start on earning college credits in general education courses that are required for Bachelor's degree programs.

For this Agreement, CCA students can participate and remain actively enrolled on the condition that they:

- a) Are in good academic and behavioral standing at their current high school;
- b) Are recommended by a teacher, guidance counselor or principal from their high school;
- c) Complete a Cheyney University Course Enrollment Intent form at the time of admission to Cheyney University;
- d) Maintain satisfactory grades in University courses taken during the program under the Agreement; and
- e) Are not subject to any student conduct sanctions at Cheyney while participating in the program.

In addition, students who choose to matriculate with Cheyney after high school graduation shall:

- f) Enroll at Cheyney within one year of high school graduation;
- g) Satisfy all other regular Cheyney admissions requirements.

Students shall be subject to the respective policies of the institution that they are attending. In addition, CCA students shall be subject to all Cheyney policies upon enrollment in the program.

Obligations of Cheyney University:

To facilitate the enrollment of CCA students to Cheyney, Cheyney's obligations under this Agreement shall be:

1. To provide early college opportunity programs through this Agreement that help students get a head start in Cheyney credits required for degree completion at Cheyney and that could be transferrable to other colleges.
2. To send a Cheyney letter of admission to all participants who complete a Cheyney University Dual Enrollment Program Admissions Intent form and who meet the conditions set forth in this Agreement. Course enrollments for the fall semester must be confirmed by July 15. Course enrollments for the spring semester must be confirmed by December 1. All regular University admissions requirements must be satisfied. Students will be governed by the Cheyney degree requirements in effect at the time of admission to Cheyney.
3. To invite students to an informational meeting with Cheyney faculty and staff once each semester at Cheyney to learn and explore different academic disciplines at Cheyney.
4. To offer freshman and sophomore level general education courses in a flexible delivery format to CCA students that may be used for dual or replacement credit, as determined by CCA students prior to high school graduation.
5. To provide residential summer experiences where students continue to earn college credits, are exposed to co-curricular, cultural and civic experiences that provide an early transition to university life.
6. To ensure that students will be provided with Cheyney financial aid information and receive full consideration for Cheyney financial aid upon matriculation at Cheyney by at least their participation in the final summer residence experience.
7. To encourage CCA graduates to matriculate to Cheyney after completion of the Cheyney University Dual Enrollment Program and upon high school graduation, Cheyney agrees to the following:

- To waive the admissions application fee for students who matriculate at Cheyney pursuant to this Agreement.
- To defer the advanced registration deposit for students who enroll at Cheyney by May 1st for fall semester and November 1st for spring semester.
- To award academic scholarships on a first-come, first-serve basis to qualified CCA graduates who enroll full-time (12 or more credits a semester) at Cheyney, are Pennsylvania residents and who graduate from CCA with a final high school GPA between 3.0 to 4.0. Scholarships are based on available funding.
- Students may be eligible for admission into the Honors Academy and receive a Keystone scholarship covering tuition, fees, room and board, based on the condition that they complete their Cheyney University admissions and financial aid process, and confirm their intention to attend Cheyney by the advertised deadline set by the Enrollment Management division. Applications submitted after these dates will be considered only if vacancies in the Honors Academy still exist.
- All CCA graduates must complete the FAFSA and the Cheyney University Financial Aid process. The Keystone scholarship is calculated as a last dollar award and is applied to a student's account after all other forms of grants and scholarships are applied. Regardless of the amount of financial aid a student receives (through Pell or PHEAA), the Keystone scholarship will cover any remaining costs to attend the University, as outlined above. The package is the same for all students. However, the scholarship award varies based on a student's financial aid.

Obligations of CCA

To facilitate the enrollment of CCA students to Cheyney, CCA's obligations under this agreement shall be:

1. To publicize this Agreement to CCA students in its literature and as part of its regular college preparation functions, and to inform students qualified to participate in the Cheyney University Dual Enrollment Program of the opportunity for admission to Cheyney under the terms of this Agreement.
2. To provide Cheyney University with names and high school transcripts of prospective participants in each cohort so that Cheyney may invite their interest and intention to Cheyney University Dual Enrollment Program upon completion of their high school sophomore year. The letter will include an invitation to a meeting to discuss this opportunity.
3. To secure the written permission of CCA students for the sharing of academic records between CCA and Cheyney in order for Cheyney to assess the academic standing of CCA students upon request for admission. This permission shall meet all of the obligations under the Family Educational Rights and Privacy Act (FERPA).
4. To provide a shared space to facilitate learning at a CCA location that can accommodate the flexible delivery format of college courses during a fall and spring semesters.
5. CCA will pay Cheyney University the sum of **\$175 per credit hour** for each student successfully enrolled in a Cheyney University class, and **\$25 per student per class for eBooks and other materials**. Payment shall be made within 30 days of the receipt of any invoice which is not in dispute.

Joint Obligations

1. This Agreement will last for 5 years from the date of the final signature below. Either party may terminate this Agreement with 90 days' notice. Should either party terminate the Agreement prior to the completion of a semester/term, students will have the opportunity to complete their semester. In the event of a substantial breach, either party may terminate this Agreement.
2. 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 provisions of the Americans with Disabilities Act. Students are protected by Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disabilities Act (ADA) of 1990. CCA agrees to cooperate with Cheyney in its investigation of claims of discrimination or harassment.
3. Reporting of Sexual Violence and Sexual Harassment. Both institutions agree that either will report to each other any incident in which a student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment. Cheyney's Title IX Coordinator: Robin Coward, rcoward@cheyney.edu, (610) 399-2430. CCA Title IX Coordinator: Jennifer Clarke, jclarke@ccaeducate.me, (717)710-3300.
4. The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
5. 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.
6. Neither of the parties shall assume any liabilities to each other. As to liability to each other or 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 Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the State System of Higher Education or Cheyney University.
7. This Agreement shall only be modified in writing with the same formality as the original Agreement.
8. The parties agree that students of the Dual Enrollment Program are students of both institutions and will be subject to Cheyney University's Student Code of Conduct as well as CCA's Learner Code of Conduct.
9. During the residential experience, if applicable, students who live in Cheyney's On Campus Residence Halls will be required to execute and abide by the terms and conditions of the Cheyney University Student Housing Contract Terms and Policies.
10. Each institution shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) and shall release no information absent written

consent of the student and/or other legally authorized person unless required to do so by law or as dictated by the terms of this Agreement.

11. Pennsylvania Public School Code and Human Services Code Background Checks.
CCA is subject to certain requirements in the Pennsylvania Public School Code and Human Services Code relating to employee and contractor background checks and reporting of suspected abuse recognition and reporting. CCA's Board of Trustees has adopted Board Policy 818 to address these requirements for independent contractors. Cheyney hereby agrees to comply with the applicable requirements of the Public-School Code and Human Services Code and CCA Board Policy 818. Cheyney will submit background check authorizations for background clearance of any of its employees and contractors who provide direct or virtual services to CCA students where such background clearances or clearance check authorizations are required to abide by the laws and ensure the safety of students. Cheyney may request a waiver from this requirement if it can demonstrate that Cheyney, and Cheyney's employees or contractors have completed a comparable background check that complies with State and Federal law.
12. This Agreement shall only be modified in writing with the same formality as the original Agreement. This Agreement represents the entire understanding between the parties. No other oral understandings or promises exist in regards to this relationship. In witness whereof, and intending to be legally bound hereby, the undersigned representatives of the parties, Commonwealth Charter Academy and Cheyney University of the Pennsylvania have executed this Agreement on the dates indicated:

**Commonwealth Charter Academy
Charter School**



Thomas D. Longenecker Date
President and CEO

6/16/2021

Cheyney University

Cynthia A. Moultrie Date
Chief Financial Officer



Kizzy Morris Date
Provost & Chief Academic Officer

6/17/2021

University Legal Counsel Date

MEMORANDUM OF AGREEMENT COLLEGE IN HIGH SCHOOL PROGRAMS

This MEMORANDUM OF AGREEMENT (hereinafter “Agreement”) is made and entered into by and between the Community College of Allegheny County, with a principal business office located at 800 Allegheny Avenue, Pittsburgh, Pennsylvania 15233 (hereinafter referred to as “CCAC” or “the College”), and Commonwealth Charter Academy Charter School (hereinafter referred to as the “School”). The effective date of this Agreement is August 1, 2023.

WHEREAS, CCAC has developed certain educational programs through which it is able to make courses available to secondary schools and other educational organizations and their students; and

WHEREAS, School desires to make CCAC’s courses available to its students on the terms set forth in this Agreement.

NOW, THEREFORE, in exchange for the promises and mutual covenants set forth herein, and intending to be legally bound, CCAC and School agree as follows:

1. CCAC College in High School (CIHS) Programs.

CCAC will make college in high school courses, courses taught by CCAC faculty regardless of location, available to the School’s students (hereinafter “CIHS Courses”).

A. All CIHS Courses will be credit hour courses that meet CCAC’s academic standards and approved curriculum.

B. In order to be eligible to enroll in a CIHS course, students must:

(1) Have their parents or legal guardians sign the CCAC application forms and related enrollment documents available on-line; and

(2) Meet all pre-requisites, placement and admission requirements established by CCAC for the course.

C. Credit hours and grades earned in CIHS courses will become part of the enrolled student’s official academic record at CCAC, and will be recognized in the same manner and to the same extent as credits earned by other students enrolled at CCAC. Although CCAC maintains articulation agreements with a number of four-year, degree-granting colleges and universities, CCAC cannot guarantee that credits earned in the CIHS program will be accepted for transfer by all colleges, universities or institutions.

2. General Duties and Responsibilities of the School.

- A. Identify students for potential enrollment in CIHS Courses and direct and assist such students to complete CCAC's on-line Application for Admission and applicable registration forms.
- B. Work cooperatively with CCAC to provide interested students with information regarding the transferability of credits earned in CIHS Courses, and how to obtain confirmation of transferability from the specific institutions in which the student has interest.
- C. Permit credit hours earned by students in CIHS Courses to be counted towards the School's graduation requirements and/or other appropriate designations.

3. Duties and Responsibilities of the School for CIHS Courses Taught in School's Facilities.

- A. With respect to CIHS Courses taught in the School's facilities by teachers employed by the School, "Concurrent Enrollment Classes", the School, in addition to the responsibilities described in Paragraph 2 above, will also be responsible for the following:
 - 1. Provide students with information regarding the availability of Concurrent Enrollment Classes, and facilitate enrollment in such classes as part of its students' schedule and schedule-building process.
 - 2. Ensure that under no circumstances will students who are not enrolled in the subject CCAC course be allowed to sit in, participate, observe, and/or be present in the same classroom for which instruction is being delivered for CCAC credit.
 - 3. Work cooperatively with CCAC to process paper and/or on-line course registrations, and review and confirm enrollments in each offered course.
 - 4. Provide, at no cost to CCAC, separate, dedicated and adequate classroom and/or lab space in its buildings and facilities to teach each Concurrent Enrollment Classes.
 - 5. Provide necessary instructional equipment and technology for each Concurrent Enrollment Class, as applicable and as reasonably specified by CCAC, in accordance with CCAC's course and curriculum requirements.
 - 6. Identify and recommend qualified teachers (as defined in Paragraph 9(D) below) employed by the School who are interested in serving as instructors for Concurrent Enrollment Classes.
 - 7. Identify School staff who will serve in other defined roles relating to program coordination and implementation, including but not limited to designating the specific class schedule, arranging for facilities, and completing the admissions and registration processes.

8. Promptly notify CCAC in the event that it receives notice that a short-term or long-term substitute teacher will need to be retained to replace a previously approved instructor of a Concurrent Enrollment Course, and provide qualifications of the proposed substitute instructor to CCAC for review and approval.
 9. Receive and process requests for and provide necessary accommodations to students with disabilities enrolled in each Concurrent Enrollment Class, in accordance with applicable law, and provide the instructor with appropriate notice of the accommodations to be implemented.
 10. Supervise behavior and conduct of students enrolled in each Concurrent Enrollment Class, as applicable, implement appropriate disciplinary action in accordance with the School's policies and procedures, and ensure that all instructors assigned to teach Concurrent Enrollment Classes receive notice of School procedures for reporting student conduct or behavioral issues.
 11. Provide time for students enrolled in Concurrent Enrollment Classes to either visit CCAC or attend an informational session at the School regarding CCAC's educational programs and activities, the admission and financial aid process and career opportunities.
- B. In the event that the CIHS Course is to be taught in the School's facilities by a faculty member employed by CCAC, then the School, in addition to the duties and responsibilities set forth in Section A above, shall have the following additional responsibilities:
1. Provide instruction and written notice to CCAC instructors regarding the School's attendance, behavior and conduct policies, and the process and procedures for reporting student attendance, conduct and/or behavioral issues.
- C. Provide notice and training to CCAC instructors regarding the School's emergency response, safety, evacuation and closing policies and procedures. Communicate directly with the CCAC instructor about the progress of enrolled students and relay this information, as deemed appropriate by School staff, to the parents of the enrolled students.
- D. Provide local phone service, internet access, dedicated parking areas, access to photocopying equipment and related support services for CCAC instructors at each School facility at which the CIHS Course(s) will be taught.

4. General Duties and Responsibilities of CCAC.

- A. Register School students for CIHS Courses who complete CCAC's on-line Application for Admission and registration processes.
- B. Provide enrolled students with access to services generally available to other CCAC students, including a CCAC student identification card and access to and usage of CCAC's academic support services and Student Life sponsored programs.
- C. Provide student progress reports in the manner and form agreed upon by CCAC and the School.
- D. Provide enrolled students with a grade for each CIHS Course completed and maintain such grade as part of the student's official CCAC academic record.
- E. Provide official CCAC transcripts, upon a student's request and payment of the applicable fee, to other colleges and universities.
- F. Provide the School with informational literature and pricing information for CIHS Courses.
- G. Assist students to identify and make application for scholarship or sponsorship programs that may pay for or offset the costs of tuition for CIHS Courses.
- H. Identify CCAC staff who will assist in the coordination and implementation of CIHS Courses, including but not limited to arranging for any required placement testing, completing the admissions process, and academic advising.
- I. Verify and confirm to the School that CCAC employees who are assigned to teach DE Courses have obtained all criminal record and child abuse clearances required under applicable law, including as required by the Pennsylvania Child Protective Services Law, 23 PA. C.S.A. § 5344(a.1)(2), and that all individuals assigned to such classes are not precluded from serving in such assignment under applicable law based on the results of such background checks and clearances.

5. Duties and Responsibilities of CCAC for CIHS Courses Taught in the School’s Facilities.

With respect to CIHS Courses taught in the School’s buildings and facilities, CCAC will further be responsible for the following:

- A. Select School employees who meet the requirements set forth in Paragraph 9(D) below to serve as instructors for Concurrent Enrollment Classes, including any short-term or long-term substitutes who may be required to replace a previously approved instructor.
- B. Provide necessary training, as determined in CCAC’s discretion, to School employees who are selected to serve as instructors for Concurrent Enrollment Classes.
- C. Provide and/or review course curriculum, course outlines, unit tests, mid-term and/or final exams for Concurrent Enrollment Classes.
- D. Monitor and supervise Concurrent Enrollment Classes to ensure conformance to CCAC-approved curriculum and applicable accreditation standards.
- E. In the event that an enrolled student moves out of the School’s service area prior to the conclusion of a Concurrent Enrollment class, withdraw the student from the course and provide a “W” grade on the student’s transcript and academic record.
- F. If a CIHS Course will be taught in the School’s facilities by a CCAC faculty member, identify and assign a qualified CCAC faculty member to teach the course in accordance with CCAC approved curriculum and applicable state standards.

6. Primary Contacts for CIHS Courses.

Primary contacts for each of the parties hereunder are as follows:

For CCAC

Provost

800 Allegheny Avenue

Pittsburgh, PA 15233

(412) 237-8182

For School

Roberto T. Datorre

Executive Vice President of Operations

Commonwealth Charter Academy

1 Innovation Way

Harrisburg, PA 17110

(717)710-3300 ext 11323

Unless otherwise designated in writing between the parties as provided herein, the parties' designated primary contacts shall also be designated to receive notices required by this Agreement, which will be deemed given when sent by registered or certified mail, postage prepaid and return receipt requested, to the addresses set forth above.

7. Tuition and Fees.

- A. Tuition and fees for CIHS Courses will be established and assessed on an annual basis.
- B. Unless otherwise provided under Section D below, CCAC will invoice and bill enrolled students directly for all tuition and fees due hereunder.
- C. Withdrawals and tuition refunds will be subject to and governed by CCAC's established policies and procedures. The School will reasonably assist CCAC to distribute and provide notice to students regarding CCAC's withdrawal and refund policies and procedures.
- D. The School may elect to pay the tuition required hereunder on behalf of its students. In such event, CCAC will invoice the School directly for such payments, based on the number of students enrolled and number of credit hours for which such students are registered. In the event that the School elects this option, the School will complete a Third Party Billing Form, as may be required by CCAC, and submit the form to the Student Accounts Office of the CCAC campus that is providing the course.

8. Textbooks.

CCAC reserves the right to determine and select textbooks and other instructional materials that will be required for all CIHS Courses. Required textbooks and instructional materials will be available for purchase from CCAC's retail bookstore locations and online bookstore. CCAC and School will work together in good faith to facilitate the purchase and distribution of textbooks to students who are enrolled in Concurrent Enrollment Classes. Schools can advance their books and materials for review by the College for the class(es), which can be used for Concurrent Enrollment Classes if the College's Department deems them appropriate.

9. Requirements for Instructors of Concurrent Enrollment Classes.

- A. It is acknowledged and understood that, unless otherwise agreed between the parties, members of the School's professional staff will serve as instructors for Concurrent Enrollment Classes. The instructor selected to teach a Concurrent Enrollment Class must meet the criteria set forth in subsection (D) below and agree to attend annual training and orientation sessions as may be reasonably required by CCAC. The School agrees to cooperate with CCAC to facilitate instructor attendance at necessary training, including through the provision of

release time or providing dedicated time during scheduled staff in-service or professional development days.

- B. School employees who serve as instructors hereunder will be responsible for and required to comply with each of the following:
- (1) Attending scheduled orientation and training sessions;
 - (2) Following the CCAC-provided curriculum and syllabus for each course to be taught;
 - (3) Verifying class rosters and reporting student attendance and progress to CCAC in accordance with CCAC policies and procedures;
 - (4) Utilizing and administering instructional materials, tests, exams and other assessment tools provided or approved by CCAC;
 - (5) Assessing, evaluating and issuing grades for each enrolled student in accordance with CCAC's grading scale, processes and guidelines;
 - (6) Permitting CCAC personnel to monitor and observe Concurrent Enrollment Classes; and
 - (7) Participating in CCAC's instructor and course evaluation procedures.
- C. All School employees assigned to teach Concurrent Enrollment Classes will be employed solely by the School, and the School will be responsible for the payment of all wages and compensation due to its employees, subject to the following:
- (1) School employees that teach a Concurrent Enrollment Class that is scheduled during the School's normal instructional or teacher work day and/or year will be compensated according to the School's normal procedures and contractual requirements. Any additional compensation that the School elects to or is required to pay to its employees by virtue of such assignment shall be the sole responsibility of the School, and shall not be eligible for reimbursement from or payment by CCAC.
 - (2) In the event that the School and CCAC agree to schedule a Concurrent Enrollment Class outside of the School's normal instructional or teacher work day or year, the School may obtain reimbursement from CCAC for additional compensation that it elects or is required to pay to its employee to teach such course, provided that the maximum amount of reimbursement available from CCAC will not exceed CCAC's established adjunct faculty pay rate, as then in effect.

- D. The School employee selected to serve as an instructor for a Concurrent Enrollment Course must meet or exceed the same minimum hiring criteria which are applicable to adjunct faculty employed by the College in the academic department in which the Concurrent Enrollment Course(s) is to be taught.

10. Term; Termination.

This Agreement will commence as of the date executed by each of the parties and will continue until terminated as provided herein. Either party may terminate this Agreement at any time, with or without cause, upon forty-five (45) days written notice to the other party; provided, however, that such termination will not take effect until after any CIHS Courses that are already in progress have been completed.

- A. CCAC and School each reserve the right to cancel any individual course or class section in the event of low or inadequate enrollment, provided that such determination is made prior to the first scheduled meeting date for the course or section.

11. Relationship of the Parties.

The relationship of the parties is that of independent contractors, and no tenancy, partnership, joint venture, agency, fiduciary, employment or other relationship is created by this Agreement or shall be deemed or construed to exist by reason thereof. Neither party shall have the authority to contract for or bind the other in any manner, other than as may be strictly delineated within this Agreement.

12. Compliance with Laws.

Each party represents and warrants to the other that it shall at all times comply with all applicable federal, state and local statutes, ordinances, rules and regulations in connection with its performance of this Agreement, including but not limited to the Family Educational Rights and Privacy Act (FERPA) and all federal, state and local laws prohibiting discrimination in connection with the provision of educational programs and services.

13. Indemnification and Hold Harmless.

Subject to and with full reservation of any immunities and/or limitation of liability afforded by applicable law, each party agrees to defend, indemnify and hold harmless the other from and against any and all claims, damages, costs, and expenses, including reasonable attorney's fees, arising out of the performance of this Agreement, but only to the extent caused by the negligent acts or omissions of the party from whom indemnification is sought hereunder. To the fullest extent permitted by law, each party, for itself, its agents and employees, expressly waives any and all immunity or damage limitation provisions available under any workers compensation acts, disability benefit acts or other employee benefit acts, to the extent such statutory or case law otherwise would bar or limit the amount recoverable by the other party, or its agents and employees, under this indemnity provision.

14. Damages; Force Majeure.

Neither party shall be liable to the other for any consequential, special or incidental damages arising out of a breach of or failure to perform this Agreement. Neither party shall be liable for delay in performance of any obligation under this Agreement to the extent caused by any act of God, act of governmental authority, failure of transportation facilities, strikes or work stoppages, fires, floods, riots, acts of war or terrorism, or any similar extreme causes beyond the reasonable control of such party.

15. Ownership of Materials.

Curriculum taught in the CIHS Courses shall not be used, copied or distributed by School without the prior written permission of CCAC.

16. Governing Law.

This Agreement shall be governed by and interpreted in accordance with the substantive law of the Commonwealth of Pennsylvania, without regard to its choice of law provisions.

17. Entire Agreement; Non-Assignment.

This Agreement represents the entire understanding between the parties with respect to the subject matter hereof, and supersedes all prior or contemporaneous oral or written understandings, agreements or promises between the parties with respect thereto. Neither party may assign, subcontract, or sublet this Agreement or its performance hereunder, in whole or in part, without the prior written consent of the other party. In the event of any conflict between the terms of this Agreement and any exhibit or attachment incorporated herein, the terms of this Agreement shall govern. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. **This Agreement supersedes any and all other dual enrollment and CIHS agreements between the parties.**

18. Modification; Counterparts.

This Agreement may not be amended, revised or modified except in a writing duly executed by each of the parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective authorized representatives as of the date written below.

COMMONWEALTH CHARTER ACADEMY

PRESIDENT/CEO

THOMAS D. LONGENECKER

SIGNATURE:

DATE:

COMMUNITY COLLEGE OF ALLEGHENY COUNTY

COLLEGE PRESIDENT OR DESIGNEE:

SIGNATURE:

DATE:



pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Dickson City Police Department

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

04/11/2024

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

Dickson City Police Department
901 Enterprise St.
Dickson City, PA 18519

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Commonwealth Charter Academy
529 Scranton Carbondale Highway
Dickson City, PA 18508

- B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning

environment.

- C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information from Student Records
 - a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*
 - ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.
 - b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
 - i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
 - ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
 - iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
 - c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
 - iv. Section 2702 (relating to aggravated assault).
 - v. Section 2709.1 (relating to stalking).
 - vi. Section 2901 (relating to kidnapping).
 - vii. Section 2902 (relating to unlawful restraint).
 - viii. Section 3121 (relating to rape).
 - ix. Section 3122.1 (relating to statutory sexual assault).
 - x. Section 3123 (relating to involuntary deviate sexual intercourse).
 - xi. Section 3124.1 (relating to sexual assault).
 - xii. Section 3124.2 (relating to institutional sexual assault).
 - xiii. Section 3125 (relating to aggravated indecent assault).
 - xiv. Section 3126 (relating to indecent assault).
 - xv. Section 3301 (relating to arson and related offenses)
 - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
 - xix. Section 5501 (relating to riot).
 - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
 - c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
 - d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault)
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure)
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
 - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
 1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement

Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.


V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



Chief School Administrator

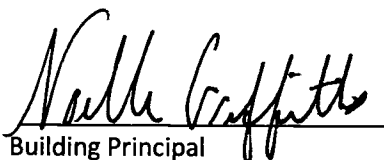
Commonwealth Charter Academy
School Entity



Chief Law Enforcement Authority



Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Dickson City
School Building

Updated, February 1, 2019



pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Daniel P. Spizarny Sr.

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

01/24/24

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

City of Erie Police Department
626 State Street
Erie PA 16501

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Commonwealth Charter Academy
246 West 9th Street
Erie, PA 16501

- B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning

environment.

- C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information from Student Records
 - a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*
 - ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.
 - b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
 - i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
 - ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
 - iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
 - c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

- a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

- i. Section 908 (relating to prohibited offensive weapons).

- a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

- b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

- ii. Section 912 (relating to possession of weapon on school property).

- a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.
- b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
 - iv. Section 2702 (relating to aggravated assault).
 - v. Section 2709.1 (relating to stalking).
 - vi. Section 2901 (relating to kidnapping).
 - vii. Section 2902 (relating to unlawful restraint).
 - viii. Section 3121 (relating to rape).
 - ix. Section 3122.1 (relating to statutory sexual assault).
 - x. Section 3123 (relating to involuntary deviate sexual intercourse).
 - xi. Section 3124.1 (relating to sexual assault).
 - xii. Section 3124.2 (relating to institutional sexual assault).
 - xiii. Section 3125 (relating to aggravated indecent assault).
 - xiv. Section 3126 (relating to indecent assault).
 - xv. Section 3301 (relating to arson and related offenses)
 - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
 - xix. Section 5501 (relating to riot).
 - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
 - c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
 - d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault)
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure)
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
 - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
 1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement

Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

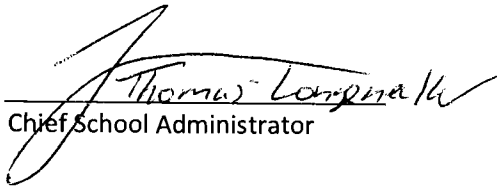
- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]


In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

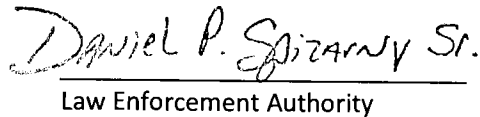
V. General Provisions

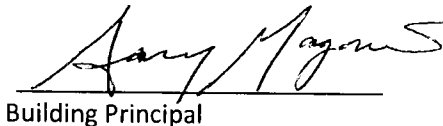
- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.


Chief School Administrator

Commonwealth Charter Academy
School Entity


Chief Law Enforcement Authority


Law Enforcement Authority


Building Principal

Commonwealth Charter Academy City of Erie
School Building

Updated, February 1, 2019

**DUAL ENROLLMENT AGREEMENT
BETWEEN
EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA
And
COMMONWEALTH CHARTER ACADEMY SCHOOL DISTRICT**

THIS AGREEMENT made and entered into this 16th day of August, 2023, between East Stroudsburg University of Pennsylvania of the Pennsylvania State System of Higher Education and Commonwealth Charter Academy (CCA).

NOW, THEREFORE, for and in consideration of the foregoing and the mutual promises hereinafter expressed and intending to be legally bound hereby, the Parties agree as follows:

INTRODUCTION

East Stroudsburg University of Pennsylvania and the Commonwealth Charter Academy (hereinafter referred to as “East Stroudsburg University” or “University” and “CCA”) agree to establish this dual enrollment agreement. The purposes of this agreement are:

1. To establish a dual enrollment agreement to recognize and reward the academic preparation of all CCA students in their pursuit of higher education.
2. To enable students of the CCA to build upon their education and training by earning college-level credit and/or certificates or microcredentials in a seamless educational partnership.
3. To enable East Stroudsburg University to attract a more diverse population of students who have already demonstrated academic success.
4. To enable CCA students to obtain a quality education at a low cost.
5. To ensure recognition of the continuity of academic progress, consideration for the transferability of credits between secondary and postsecondary institutions, and to reward strong academic performance during the student’s high school career.

TYPE OF AGREEMENT

High school students, with CCA and parent/legal guardian permission, may take restricted East Stroudsburg University courses via face-to-face, hybrid, or electronic delivery.

GENERAL PROVISIONS/ ESU DUAL CREDIT PROGRAM

Dual Enrollment – Refers to a system under which a student is enrolled in more than one educational institution, including a high school and a public institution of higher education.

When a student in a dual enrollment system enrolls in courses that student earns appropriate course credit from each distinct educational institution that offered the course.

CCA will determine if the college course(s) taken at East Stroudsburg University may be counted toward high school graduation requirements.

STUDENT ELIGIBILITY

1. A high school student is eligible to enroll in academic dual credit courses if the student:
 - Demonstrates college readiness by achieving a 3.0 unweighted high school grade point average (GPA)
 - Has a standardized test score of 1030 on the SAT exam or 22 on the ACT or a PSAT score of 980 or higher
 - Satisfies any course prerequisites, prior to registration.
 - See Attachment for additional eligibility requirements, per CCA.

CONTINUED ELIGIBILITY

To maintain eligibility for continued enrollment in college credit dual enrollment courses, the student must maintain a 3.0 unweighted high school grade point average and a 2.5 college grade point average and must have continued approval by the parent/legal guardian.

Students who meet initial and subsequent eligibility criteria may become ineligible to participate in the dual enrollment program if the student is disruptive to the learning process such that the progress of other student or the efficient administration of the course is hindered.

Dual enrollment applications are valid on a semester-to-semester basis. Students must reapply for dual enrollment every semester. Prior acceptance into the program does not guarantee future acceptance.

Maximum Course Load: The student may take a maximum of four (4) dual enrollment credit hours per term.

Instructional Materials: The University does not purchase or provide textbooks or other academic materials to dual enrolled students. (See Attachment)

Student Transportation: The student will be responsible for providing his or her own transportation to and from dual enrollment courses taken at the University. The student is responsible for any fees or fines related to parking.

Student Policies, Procedures, and Behavioral Expectations: Students enrolled in dual enrollment classes will be subject to the student policies and procedures of the University. Students may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered. The University shall not commit or permit discrimination or harassment on the basis of genetic information, race, color, religion, age, sex, disability, gender identity/expression, sexual orientation, marital status, national origin, or veteran status in any educational, employment, social or recreational program or activity it offers.

DELINEATION OF COST

The CCA student will pay \$50 per credit hour (the average course is 3 credits). No additional academic fees will be applied (application, enrollment, academic fees, etc).

CONDITIONS OF THE AGREEMENT

1. A Program Coordinator shall be identified at CCA and East Stroudsburg University who will assist all students in transition regarding the application process, course selection, and academic advising, and access to University

software.

2. The term of this agreement shall be five (5) years commencing when all applicable signatures are obtained.
3. CCA agrees to publicize this dual enrollment agreement to students and their supporters in its school district communications and correspondence, and to inform qualified students of the opportunity for dual enrollment at East Stroudsburg University.
4. Either institution may withdraw from the agreement upon written notification of the other, with exception to commitments already in effect for students who have applied to East Stroudsburg University. Such commitments will be honored. In the event of a substantial breach, such as a lack of response to requests for information and/or adequate participation, either party may terminate this agreement.
5. 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 provisions of the Americans with Disabilities Act.
6. Neither of the parties shall assume any liabilities as a result of this agreement. As to liability to each other, 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 East Stroudsburg University of Pennsylvania's rights, claims or defenses, which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the East Stroudsburg University of Pennsylvania or of the Pennsylvania State System of Higher Education.
7. This agreement and Attachment represents the entire understanding between the parties. This agreement can be modified only in writing with the same formality as the original agreement.
8. This agreement shall be governed and interpreted in accordance with the laws of the Commonwealth of Pennsylvania.

In WITNESS WHEREOF, the parties hereto have caused this agreement to be executed pursuant to due and legal action authorizing the same to be done the date first written above.

East Stroudsburg University of
Pennsylvania:

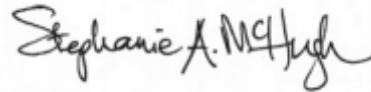
President
East Stroudsburg University
Date: _____

Provost and VP, Academic Affairs
East Stroudsburg University
Date: _____

University Legal Counsel
Date: _____

Commonwealth Charter Academy :

Thomas D. Longenecker, President & CEO
Commonwealth Charter Academy
Date: _____



Stephanie A. McHugh, Vice Provost for K12 Career Readiness
Commonwealth Charter Academy
Date: _____

ATTACHMENT 1

PA SCHOOL CODE GOVERNANCE

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 **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 **East Stroudsburg 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.

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).

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).

STUDENT ENROLLMENT ELIGIBILITY

In addition to the Student Eligibility requirements appearing on p. 2 of the agreement, CCA students must also:

- Obtain written permission from the parent/legal guardian to participate in the program
- Provide CCA recommendations
- Complete one semester of non-credit or credit certificate programs with CCA
- Not be engaged in the academic escalation (MTSS warning and intervention process)
- Be satisfactorily meeting high school graduation requirements, as determined by CCA
- Review the program guidelines and course syllabi to ensure a clear understanding of expectations for successful/satisfactory performance
 - Courses are non-remedial.
 - Courses are taught at a postsecondary or collegiate expectation/standard.
 - Courses are identical to traditional East Stroudsburg University courses.
 - Courses enforce prerequisite course requirements that are identical to those enforced for the same courses when students who are not from CCA are enrolled.
- In consultation with East Stroudsburg University, CCA may waive any additional eligibility criteria above in this attachment for appropriate students.

East Stroudsburg University instructors will be available to CCA students for academic assistance and guidance in the same manner as they are made available to other students enrolled in East Stroudsburg University courses.

COURSES AND GRADES

- East Stroudsburg University will allow CCA to review appropriate IHE course documentation to ensure that it is appropriate to recommend and/or provide concurrent credit for its students under this attachment to the agreement.
- CCA's CEO or designee may, in consultation with East Stroudsburg 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.
- East Stroudsburg University will provide CCA with records of student course completion and grade(s) within 30 days of the final day of the course.
- East Stroudsburg University will award credits at or through East Stroudsburg University to the CCA students in the same manner as those awarded to other individuals enrolled at East Stroudsburg University.
- Courses are offered with the intent of providing instruction, and CCA shall grant students credits toward the completion of courses required for graduation.

- CCA shall weight the high school credits earned by a student for completion of IHE courses through East Stroudsburg University, irrespective of whether the course is academic or technical, in the manner similar to CCA Advanced Placement (AP) Program courses.

Prep2Practice Grant

- PSED 161 – Foundations of Education – Distance Learning: Monday/Wednesday from 5:30-6:50 PM
- PSED 161 – Foundations of Education – On-Campus Learning: Tuesday/Thursday, 11-12:15 PM; Tuesday/Thursday, 12:30-1:45 PM
- SPED 102 – Diversity of the Learner – On-Campus Learning: Monday/Wednesday, 1-2:15 PM; Monday/Wednesday/Friday, 11-11:50 AM; Tuesday/Thursday, 9:30-10:45 AM

Dual Enrollment: Additional approved courses under dual enrollment adjust each semester and appear at the East Stroudsburg University Dual Enrollment website: <https://www.esu.edu/admissions/undergraduate/high-school.cfm>

FEES AND POLICIES

CCA students who enroll in East Stroudsburg University courses outside of CCA's internal approval are subject to CCA's and East Stroudsburg University's academic and financial policies.

The CCA student will pay \$50 per credit hour (the average course is 3 credits). No additional academic fees will be applied (application, enrollment, academic fees, etc). East Stroudsburg 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.

The University does not purchase or provide textbooks or other academic materials to dual enrolled students. Should any additional costs for learning materials (fees, books, supplies, tools, certification exams, and all other fees and costs) be necessary for the student's enrollment and participation in the course, CCA will be invoiced 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. The University 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 the University. Should the University determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, the University will contact CCA prior to seeking payment or proceeding with the student's enrollment.

The student will be responsible for providing his or her own transportation to and from dual enrollment courses taken at the University. The student is responsible for any fees or fines related to parking.

The Prep2Practice Program in the 2023-2024 academic year only is a grant-supported program at no cost to schools, students, or families at present.



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Harrisburg Borough of Police

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

02/15/24

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

Harrisburg Bureau of Police
123 Walnut street
Hbg. PA. 17101

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Commonwealth Charter Academy
1 Innovation Way
Harrisburg, PA 17110

- B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning

environment.

- C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information from Student Records
 - a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*
 - ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.
 - b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
 - i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
 - ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
 - iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
 - c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
 - iv. Section 2702 (relating to aggravated assault).
 - v. Section 2709.1 (relating to stalking).
 - vi. Section 2901 (relating to kidnapping).
 - vii. Section 2902 (relating to unlawful restraint).
 - viii. Section 3121 (relating to rape).
 - ix. Section 3122.1 (relating to statutory sexual assault).
 - x. Section 3123 (relating to involuntary deviate sexual intercourse).
 - xi. Section 3124.1 (relating to sexual assault).
 - xii. Section 3124.2 (relating to institutional sexual assault).
 - xiii. Section 3125 (relating to aggravated indecent assault).
 - xiv. Section 3126 (relating to indecent assault).
 - xv. Section 3301 (relating to arson and related offenses)
 - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
 - xix. Section 5501 (relating to riot).
 - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
 - c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
 - d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault)
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure)
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
 - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
 1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement

Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

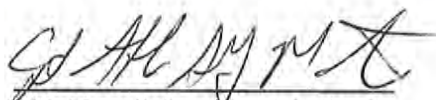
V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

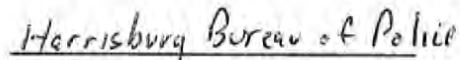


Chief School Administrator

Commonwealth Charter Academy
School Entity



Chief Law Enforcement Authority
Capt Ateah Akkpo-Mertwa



Harrisburg Bureau of Police
Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Harrisburg, PA

School Building

Updated, February 1, 2019

**Concurrent Enrollment Agreement Between
Commonwealth Charter Academy Charter School
and Johnson 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 K-12th grade public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by **Johnson College**. 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 Johnson 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 168 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).

Johnson College

Johnson Collège is a two-year technical college offering in-person, online, and hybrid courses from the Scranton Campus, Hazleton Campus or through Distance Education. Johnson College is approved by the Pennsylvania Department of Education and is accredited by the Middle States Commission on Higher Education, one of six regional accreditation organizations recognized by the U.S. Department of Education. The Mission of Johnson College is to provide real-world, hands-on learning in a caring environment and prepare graduates to enter into or advance in their careers.

The Johnson College Industry Fast Track (IFT)

The Industry Fast Track (IFT) Program is a joint partnership between area public schools and Johnson College. The IFT Program offers high school students an opportunity to enroll simultaneously in secondary and postsecondary coursework at Johnson College. IFT Program courses are aligned to in-demand careers that offer individuals high-paying, family-sustaining wages. The courses meet state requirements for high school graduation while providing introductory level college courses. Students will remain enrolled full-time at their high school while attending classes at Johnson College.

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 7-12 may register for courses, programs, training, and other educational offerings (IHE courses) of Johnson College, as agreed to by CCA and Johnson College.
2. Courses offered under this Agreement are inclusive of all courses offered at Johnson College, pending available seats in programs. CCA’s CEO or designee may, in consultation with Johnson 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. Johnson 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. Johnson College will award credits at or through Johnson College to the CCA students in the same manner as those awarded to other individuals enrolled at Johnson 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 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 Johnson College staff and available to the CCA students online, in-person, or a combination thereof.
8. CCA students who enroll in Johnson College courses outside of CCA's internal approval are subject to CCA's and Johnson College's academic and financial policies.
9. Johnson 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 Johnson College. Johnson 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 Johnson College courses.

ELIGIBILITY/ENROLLMENT CRITERIA

11. Students who meet all of the following criteria are qualified to participate in the program and will be enrolled in Johnson College courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to Johnson College upon request. At a minimum, CCA students shall meet the following CCA eligibility criteria:
 - a. Student must be in Grades 7-12 and registered for the programs, courses, training, and other educational offerings of Johnson College as agreed to by CCA and Johnson 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 Johnson College and CCA (may include recommendations, entering and maintained GPA, standardized test scores, and placement exams, if necessary).
 - d. Student must maintain a 2.5 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 Johnson 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 Johnson College, CCA may waive the eligibility criteria above for a student.

COSTS AND BILLING

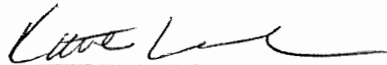
13. Johnson College shall invoice CCA after the finalization of student account reports. The invoice shall provide CCA with the name of each student and the course(s) in which the student was enrolled. CCA will pay any undisputed invoice within 30 days of receipt. Should CCA seek additional information 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.
14. CCA will pay Johnson 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 Johnson 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. Johnson 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 Johnson College. Should Johnson College determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, Johnson College will contact CCA prior to seeking payment or proceeding with the student's enrollment.

SPECIAL EDUCATION & COMPLIANCE

16. Johnson 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. Johnson College further agrees to keep confidential any proprietary information shared with it by CCA. Johnson College will sign such documents provided by CCA to confirm compliance with the foregoing.
17. CCA and Johnson College will be responsible for providing all special education services for CCA learners with IEPs enrolled at Johnson College, including instructional support, tutoring, extended time, and other approved specially-designed instruction (SDIs).
18. CCA and Johnson College 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.

PARTNERSHIP

19. CCA and its employees and Johnson 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. 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 Johnson College courses at the time of termination shall remain enrolled through the end of the course(s). This Agreement shall automatically renew for one-year periods unless terminated by either party.
21. 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.



Date: 8/9/2023

Dr. Kate Leonard
President, Johnson College
3427 North Main Avenue
Scranton, PA 18508
Contact: Bill Burke, VP of Student and
Academic Affairs



Date: 8/9/2023

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

ATTACHMENT 1

COURSES/PROGRAMS

Johnson College IFT Course Progressions by Program:

- Electrical
- Electronic Engineering Tech
- HVAC
- Carpentry
- Automotive
- Diesel Preventative Maintenance & Heavy Equipment Operation
- Welding
- Mechatronics
- Advanced Manufacturing
- Physical Therapy Assistant
- Aviation
- Veterinary Nursing

FEES

\$200 per credit hour = Allowable tuition*

\$750 per year (est.) = Books

Varies by program = Tools**

\$360 = Certification Exam (specific programs only)***

*Johnson College will only invoice for tuition cost. Purchasing additional items such as books, supplies, and tools will be the responsibility of CCA.

**Tools may be required to participate in labs. The attached suggested tools list are recommended tools for students to acquire during their time at Johnson College and to take into industry when they begin their careers. Students should speak to the enrollment department and instructor regarding the required tools for each course or program.

***AWS D1.1 Structural Welding – Steel Welding Certification Exam

NOTE: Typical program and course TUITION costs are as follows (and are subject to change):

FALL TUITION	\$2400 - \$2800.00
INTERCESSION TUITION	\$1200 - \$1400.00
SPRING TUITION	\$2200 - \$2400.00
TOTAL YEARLY TUITION	\$6200 - \$6600.00
(Note: books, tools, and exams are not included in the ranges provided here)	



pennsylvania
DEPARTMENT OF EDUCATION

Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Johnstown Police Department

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

04/11/24

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

**Johnstown Police Department
401 Main Street
Johnstown PA 15901**

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

**Commonwealth Charter Academy
647 Main Street
Johnstown, PA 15901**

- B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning**

environment.

- C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.

2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

- a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
- i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*
 - ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.
- b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
- i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
 - ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
 - iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
- c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

- a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

- i. Section 908 (relating to prohibited offensive weapons).

- a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).
- b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

- ii. Section 912 (relating to possession of weapon on school property).

- a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.
- b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
 - iv. Section 2702 (relating to aggravated assault).
 - v. Section 2709.1 (relating to stalking).
 - vi. Section 2901 (relating to kidnapping).
 - vii. Section 2902 (relating to unlawful restraint).
 - viii. Section 3121 (relating to rape).
 - ix. Section 3122.1 (relating to statutory sexual assault).
 - x. Section 3123 (relating to involuntary deviate sexual intercourse).
 - xi. Section 3124.1 (relating to sexual assault).
 - xii. Section 3124.2 (relating to institutional sexual assault).
 - xiii. Section 3125 (relating to aggravated indecent assault).
 - xiv. Section 3126 (relating to indecent assault).
 - xv. Section 3301 (relating to arson and related offenses)
 - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
 - xix. Section 5501 (relating to riot).
 - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
 - c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
 - d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault)
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure)
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
 - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
 1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement

Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

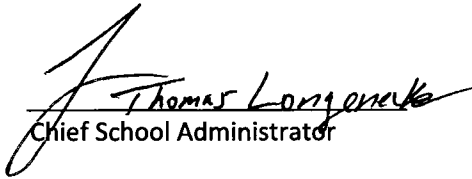
- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

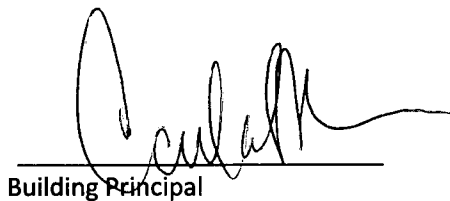

Chief School Administrator

Commonwealth Charter Academy

School Entity


Chief Law Enforcement Authority

JOHNSTOWN POLICE DEPT.
Law Enforcement Authority


Building Principal

Commonwealth Charter Academy Johnstown

School Building

Updated, February 1, 2019



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

East Whiteland Township PD

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

02/22/24

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

**East Whiteland Township Police Dept.
209 Conestoga Road
Frazer, PA 19355**

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

**Commonwealth Charter Academy
70 Valley Stream Parkway
Malvern, PA 19355**

- B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning**

environment.

- C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

- 1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.

- 2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

- a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

- i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*

- ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.

- b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

- i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.

- ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.

- iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

- c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

i. Section 908 (relating to prohibited offensive weapons).

a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

ii. Section 912 (relating to possession of weapon on school property).

a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
 - iv. Section 2702 (relating to aggravated assault).
 - v. Section 2709.1 (relating to stalking).
 - vi. Section 2901 (relating to kidnapping).
 - vii. Section 2902 (relating to unlawful restraint).
 - viii. Section 3121 (relating to rape).
 - ix. Section 3122.1 (relating to statutory sexual assault).
 - x. Section 3123 (relating to involuntary deviate sexual intercourse).
 - xi. Section 3124.1 (relating to sexual assault).
 - xii. Section 3124.2 (relating to institutional sexual assault).
 - xiii. Section 3125 (relating to aggravated indecent assault).
 - xiv. Section 3126 (relating to indecent assault).
 - xv. Section 3301 (relating to arson and related offenses)
 - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
 - xix. Section 5501 (relating to riot).
 - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
 - c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
 - d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

2. In responding to student who commit an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based program, such as school-wide positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:
 - a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):
 - i. Section 2701 (relating to simple assault)
 - ii. Section 2705 (relating to recklessly endangering another person).
 - iii. Section 2706 (relating to terroristic threats).
 - iv. Section 2709 (relating to harassment).
 - v. Section 3127 (relating to indecent exposure)
 - vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.
 - vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).
 - viii. Chapter 39 (relating to theft and related offenses).
 - ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).
 - x. Section 5503 (relating to disorderly conduct).
 - xi. Section 6305 (relating to sale of tobacco).
 - xii. Section 6306.1 (relating to use of tobacco in schools prohibited).
 - xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).
 - b. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).
2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
 1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement

Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

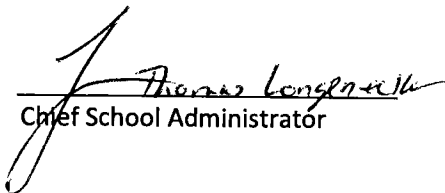
- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

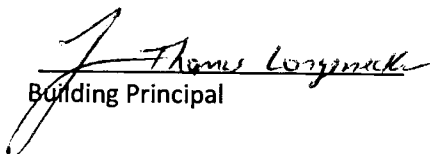

Chief School Administrator

Commonwealth Charter Academy

School Entity


Chief Law Enforcement Authority


Law Enforcement Authority


Building Principal

Commonwealth Charter Academy Malvern

School Building

Updated, February 1, 2019

**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 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 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.



David A. Ruth, Ph.D.
President
Northampton Community College

Date: 6/25/2024



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

Date: 6/12/2024

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.*

**Agreement Between
Commonwealth Charter Academy Charter School and
Independent Electrical Contractors Pennsylvania**

This agreement is entered into pursuant to the Pennsylvania Public School Code of 1949 and establishes the conditions through which eligible students from **Commonwealth Charter Academy Charter School (CCA)**, a K-12th grade public cyber charter school operating in Pennsylvania, will be able to participate in courses, programs, training, and other educational offerings offered by Independent Electrical Contractors Pennsylvania (IEC Pennsylvania). This Agreement shall be effective September 1, 2022.

Background

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 168 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 institution for higher education.

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).

Course Offerings and Credit

1. Eligible CCA students may register for the courses, programs, training, and other educational offerings (Courses) of IEC Pennsylvania as agreed to by CCA and IEC Pennsylvania.
2. The Courses offered under this Agreement are included in Attachment 1; however, CCA’s CEO or designee may, in consultation with IEC Pennsylvania also allow CCA students to take other IHE Courses through IEC Pennsylvania to meet student interest and college or

career preparation objectives, and such additional courses shall be subject to the terms of this Agreement.

3. IEC Pennsylvania will provide instructional and hands-on pre-apprenticeship experience in their "Aspire to Be an Electrician" program in order to transition students through their electrical apprenticeship program after high school. IEC Pennsylvania's goal is to provide a vocational program that focuses on the skills, knowledge, and abilities that will prepare youth for the workplace in the building trades industry. These courses do not offer post-secondary credit; however, students may be eligible to earn industry recognized credentials and certifications upon successful completion of the course and passing scores on applicable examinations.
4. 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.
5. 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 Program courses at CCA.
6. The Courses will be taught by IEC Pennsylvania and available to the CCA students online, in-person, or a combination thereof.
7. IEC Pennsylvania will allow CCA to review appropriate Course documentation to ensure that it is appropriate to recommend and/or provide credit for its students under this Agreement.

Enrollment, Fees, and Payment

8. CCA students shall enroll in the courses pursuant to guidelines agreed to by CCA and IEC Pennsylvania. IEC Pennsylvania staff shall be available to CCA students for assistance and guidance in the same manner as they are made available to other individuals enrolled in IEC Pennsylvania courses.
9. CCA will pay IEC Pennsylvania the fees and costs set forth in Attachment 1 to this Agreement, which shall be inclusive of books, test fees, instructor, certification of completion, and all other fees and costs necessary for the student's enrollment and participation in the course. This amount is nonrefundable. No additional costs will be charged to CCA or the students unless agreed to in writing by CCA.
10. CCA students who enroll in Courses outside of CCA's internal approval are subject to CCA's and IEC Pennsylvania's academic and financial policies.

11. IEC Pennsylvania 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 IEC Pennsylvania. Should IEC Pennsylvania determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, IEC Pennsylvania will contact CCA prior to seeking payment or proceeding with the student's enrollment.
12. IEC Pennsylvania shall provide CCA an invoice for the course fees for each student 3 weeks prior to the start of the Course. 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.
13. IEC Pennsylvania agrees to comply with all federal and state laws and CCA Board policies regarding 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. IEC Pennsylvania further agrees to keep confidential any proprietary information shared with it by CCA. IEC Pennsylvania will sign such documents provided by CCA to confirm compliance with the forgoing.

Student Eligibility Criteria

14. Students will be enrolled in Courses under this Agreement in accordance with procedures and guidelines adopted by CCA, copies of which shall be furnished to IEC Pennsylvania. At a minimum, CCA students shall meet the following CCA eligibility criteria:

Student must:

- a. Be in 12th grade or at least 17 by May 31 of the school year in which the student is enrolled in a Course.
 - b. Obtain written permission from the student's parent(s) or legal guardian(s), to participate in the program.
 - c. Maintain a 2.5 cumulative GPA at CCA.
 - d. Must complete 50% of his/her coursework at CCA.
 - e. Complete one semester of non-credit or credit certificate programs with CCA.
 - f. Not be involved in the academic escalation process.
 - g. Be satisfactorily meeting high school graduation requirements, as determined by CCA.
15. In consultation with the IEC Pennsylvania, CCA may waive the eligibility criteria above for a student.

16. IEC Pennsylvania shall provide CCA with records of student Course completion and grade(s), if applicable, 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 the course, or obtain such other satisfactory completion for the Course.

Termination and Renewal

17. This Agreement may be terminated by either party with 30 days' written notice to the other party. Any CCA students enrolled in the IEC Pennsylvania Courses at the time of termination shall remain enrolled through the end of the Course.
18. This Agreement shall automatically renew for one-year periods unless terminated by either party.




Date: 7/25/24

NAME:

TITLE:

Independent Electrical Contractors Pennsylvania

ADDRESS:



Date: 9/16/2022

Thomas D. Longenecker

President and CEO

Commonwealth Charter Academy Charter School

**Concurrent Credit Agreement Between
Commonwealth Charter Academy Charter School and
Independent Electrical Contractors Pennsylvania**

ATTACHMENT 1

<p style="text-align: center;"><i>COURSES</i></p> <p>IEC Pennsylvania’s “Aspire to Be An Electrician” pre-apprenticeship program. This vocational program focuses on the skills, knowledge, and abilities that will prepare youth for the workplace in the building trades industry.</p>
<p style="text-align: center;"><i>FEES</i></p> <p>\$1,260 per student</p>



Model Memorandum of Understanding

**Memorandum of Understanding
Between**

Cranberry Township Police Dept.

(Law Enforcement Authority)

and

Commonwealth Charter Academy

(School Entity)

10/19/23

(Date)

I. Introduction

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

Cranberry Township Police Department
2525 Rochester Road
Cranberry Township, PA 16066

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

Commonwealth Charter Academy
3104 Unionville Rd.
Cranberry Township, PA 16066

- B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning

environment.

- C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.
3. Information from Student Records
 - a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:
 - i. Criminal History Record Information Act, 18 Pa C.S. § 1901 *et seq.*
 - ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.
 - b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:
 - i. Comply with the Family Educational Rights and Privacy Act (hereinafter -FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99.1 *et seq.*, and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto.
 - ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
 - iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.
 - c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other

individuals so that it can demonstrate to parents, students and the Family Policy Compliance Office¹ – what circumstance led it to determine that a health or safety emergency existed and why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Help the School Entity prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement prevent delinquent acts through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite Law Enforcement Authority representatives to behavior support trainings.

¹ Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education.

II. Notification of Incidents to Law Enforcement

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section, and has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charged may be made in consultation with school administrators.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

- a. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

- i. Section 908 (relating to prohibited offensive weapons).

- a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

- b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

- ii. Section 912 (relating to possession of weapon on school property).

- a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nunchuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.
- b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is: (a) possessed and used in conjunction with a lawful supervised school activity or course; or (b) is possessed for other lawful purpose.

- iii. Chapter 25 (relating to criminal homicide).
 - iv. Section 2702 (relating to aggravated assault).
 - v. Section 2709.1 (relating to stalking).
 - vi. Section 2901 (relating to kidnapping).
 - vii. Section 2902 (relating to unlawful restraint).
 - viii. Section 3121 (relating to rape).
 - ix. Section 3122.1 (relating to statutory sexual assault).
 - x. Section 3123 (relating to involuntary deviate sexual intercourse).
 - xi. Section 3124.1 (relating to sexual assault).
 - xii. Section 3124.2 (relating to institutional sexual assault).
 - xiii. Section 3125 (relating to aggravated indecent assault).
 - xiv. Section 3126 (relating to indecent assault).
 - xv. Section 3301 (relating to arson and related offenses)
 - xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.
 - xvii. Section 3502 (relating to burglary).
 - xviii. Section 3503(a) and (b)(1)(v)(relating to criminal trespass).
 - xix. Section 5501 (relating to riot).
 - xx. Section 6110.1 (relating to possession of firearm by minor).
- b. The possession, use or sale of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, *as amended*, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms controlled substance, designer drug and drug paraphernalia shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).
 - c. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.
 - d. An offense for which registration is required under 42 Pa.C.S. § 9795.1 (relating to registration).

age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).
2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.
3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.
4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a

disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.
6. The School Entity, when reporting an incident under this section, may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

[Describe any specific procedures to be followed for incidents involving a student with a disability having an IEP as required by 22 Pa. Code § 14.104 (relating to special education plans) or 22 Pa. Code Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities)]

If the need for positive behavior support is present for a student, the IEP team will determine the individual needs and include them in the IEP. These plans may include a crisis intervention plan. The crisis plan, if agreed upon by the IEP team, may include the need to call 911 if the student's behavior requires additional support. Due to the nature of the cyber charter school, no physical restraint is allowed for any student.

- E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:
 1. Whether the incident is in-progress or has concluded.
 2. Nature of the incident.
 3. Exact location of the incident.
 4. Number of persons involved in the incident.
 5. Names and ages of the individuals involved.
 6. Weapons, if any, involved in the incident.
 7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
 8. Injuries involved.
 9. Whether EMS or the Fire Department have been notified.
 10. Identity of the school contact person.
 11. Identity of the witnesses to the incident, if any.
 12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
 13. Other such information as is known to the school entity and believed to be relevant to the incident.
- F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.
2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

III. Law Enforcement Authority Response

- A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:
 1. For incidents in progress:
 - a. Meet with contact person and locate scene of incident.
 - b. Stabilize incident.
 - c. Provide/arrange for emergency medical treatment, if necessary.
 - d. Control the scene of the incident.
 - i. Secure any physical evidence at the scene.
 - ii. Identify involved persons and witnesses.
 - e. Conduct investigation.
 - f. Exchange information.
 - g. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 2. Incidents not in progress:
 - a. Meet with contact person.
 - b. Recover any physical evidence.
 - c. Conduct investigation.
 - d. Exchange information.
 - e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.
 3. Incidents initially reported to the Law Enforcement Authority

If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify the School Entity of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:
 - a. The student has been placed under arrest.
 - b. The student is being placed under investigative detention
 - c. The student is being taken into custody for the protection of the student.
 - d. The student's parent or guardian consents to the release of the student to law enforcement custody.
2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. Assistance of School Entities

A. *In Loco Parentis*

1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand *in loco parentis* over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school sponsored activity.

B. Notification of Parent or Guardian

1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incident listed under Section IIA or IIB.

C. Scope of School Entity's Involvement

1. General principles: Once the Law Enforcement Authority assume primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement

Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

2. Victims

- a. The School Entity shall promptly notify the parent or guardian of a victim when the Law Enforcement Authority interviews that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
- b. In the event a victim is interviewed by Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

3. Witness

- a. The School Entity shall promptly notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
- b. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel should be present during the interview.

4. Suspects and Custodial Interrogation

- a. The School Entity shall help the Law Enforcement Authority to secure the permission and presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.
- b. When a parent or guardian is not present, school authorities shall not stand *in loco parentis* (in the place of the parent/guardian) during an interview.
- c. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

5. Conflicts of Interest

- a. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
- b. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
- c. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by

student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

D. Reporting Requirements

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, each chief school administrator and each police department having jurisdiction over school property of the School Entity shall do the following:

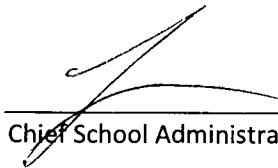
- a. No later than thirty days prior to the deadline for submitting the annual report, the chief school administrator shall submit the report to the police department with jurisdiction over the relevant school property. The police department shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
- b. No later than fifteen days prior to the deadline for submitting the annual report, the police department shall notify the chief school administrator, in writing, whether the report accurately reflects police incident data. Where the police department determines that the report accurately reflects police incident data, the chief of police shall sign the report. Where the police department determines that the report does not accurately reflect police incident data, the police department shall notify the chief school administrator and the office in writing.
- c. Prior to submitting the annual report, the chief school administrator and the police department shall attempt to resolve discrepancies between the report and police incident data. Where a discrepancy remains unresolved, the police department shall notify the chief school administrator and the office in writing.
- d. Where a police department fails to take action as required under clause a or b, the chief school administrator shall submit the annual report and indicate that the police department failed to take action as required under clause a or b.
- e. Where there are discrepancies between the School Entity's incident data and the police incident data, the following shall occur:

[Describe procedure to be followed for the resolution of school violence data discrepancies prior to filing the annual report]

In the event of discrepancies between CCA's incident data and the police department's incident data, CCA will meet with the department to resolve discrepancies prior to filing the annual report. CCA will review the incident data and any available supporting information with the department to confirm the accuracy of each respective party's data. Upon resolution using the best-available, verifiable information, corrections to the annual report will be made, if necessary, prior to filing.

V. General Provisions

- A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
- B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within one year of the date of its original execution and every year thereafter. Describe what modifications have been made to this Memorandum of Understanding. If you have not made any modifications or amended it in any way, please enter "Not Applicable" in the space provided.
- C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
- D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.



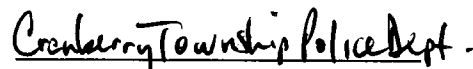
Chief School Administrator

Commonwealth Charter Academy

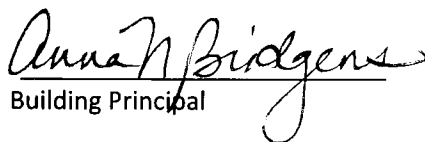
School Entity



Chief Law Enforcement Authority



Law Enforcement Authority



Building Principal

Commonwealth Charter Academy Cranberry Twp.

School Building

Updated, February 1, 2019

**Concurrent Enrollment Agreement Between
Commonwealth Charter Academy Charter School
and University of Valley Forge**

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 **University of Valley Forge**. 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 University of Valley Forge.

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 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:

TERM

The term of this Agreement shall be for three (3) years from August 1, 2023, through July 31, 2026, 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 University of Valley Forge courses under this Agreement in accordance with the procedures and guidelines adopted by CCA, copies of which shall be furnished to University of Valley Forge upon request, and the UVF Dual Enrollment admissions policies and guidelines. At a minimum, CCA students shall meet the following eligibility criteria:
 - a. Student must be in Grades 11-12 and apply for the programs, courses, training, and other educational offerings of University of Valley Forge as agreed to by CCA and University of Valley Forge.
 - b. Student must obtain written permission from student’s parent(s) or legal guardian(s) to participate in the program via the CCA Intent-to-Return/Course Selection protocols and/or the admissions procedures of University of Valley Forge.
 - 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 or credit 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 University of Valley Forge 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 University of Valley Forge 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.
 - j. Student must be admitted into University of Valley Forge's Dual Enrollment Program.
 - k. Student must enroll in a maximum of six (6) University of Valley Forge credits per semester.
 - l. Student must submit a FERPA waiver giving CCA access to the student's academic information.
2. Exceptions to the above eligibility requirements may be made for CCA learners of any grade level who exhibit readiness for college-level coursework and for whom the University of Valley Forge has also approved the exception.
 3. University of Valley Forge 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 11-12 may apply for courses, programs, training, and other educational offerings (IHE courses) of University of Valley Forge, as agreed to by CCA and University of Valley Forge.
5. Courses offered under this Agreement are inclusive of all courses offered at University of Valley Forge, pending available seats in programs. CCA's CEO or designee may, in consultation with University of Valley Forge, 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. University of Valley Forge will award credits at or through University of Valley Forge to the CCA students in the same manner as those awarded to other individuals enrolled at University of Valley Forge.
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 University of Valley Forge staff and available to the CCA students online.

10. University of Valley Forge 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 University of Valley Forge. University of Valley Forge 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 University of Valley Forge courses.

FEES AND PAYMENT

12. CCA will pay University of Valley Forge 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 University of Valley Forge 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.
13. CCA students who enroll in University of Valley Forge courses outside of CCA's internal approval are subject to CCA's and University of Valley Forge's academic and financial policies.
 - a. Withdrawals: Students who wish to be removed from their dual credit program class(es) must follow the University of Valley Forge's Add/Drop or Withdrawal Policy in accordance with the Academic Calendar. Students will receive a W grade on their University of Valley Forge transcript.
14. University of Valley Forge 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 University of Valley Forge. Should University of Valley Forge determine that additional fees or costs not agreed to herein are necessary for a student's enrollment or participation in the course, University of Valley Forge will contact CCA prior to seeking payment or proceeding with the student's enrollment.
15. University of Valley Forge 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. University of Valley Forge 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 checks under the Public School Code and Human Services Code, child abuse reporting, FERPA, and IDEA. University of Valley Forge further agrees to keep confidential any proprietary information shared with it by CCA. University of Valley Forge will sign such documents provided by CCA to confirm compliance with the

forgoing. This Agreement shall be governed and construed in accordance with the laws of the Commonwealth of Pennsylvania without reference to its conflicts of laws principles.

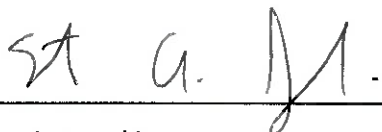
- a. FERPA guidance FERPA guidance states, "If the student is under 18, the parent/s still retain the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school. Additionally, the postsecondary institution may disclose personally 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 University of Valley Forge 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 University of Valley Forge 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

The College and School District will 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.



Date: 8/28/2023

Stephen Lazowski
Vice President of Enrollment Management
University of Valley Forge



Date: 8/9/2023

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

ATTACHMENT 1

COURSES/PROGRAMS

All courses designated as appropriate by the University of Valley Forge dual enrollment program, including but not limited to:

- English Composition
- Biblical Studies
- History
- Psychology
- Philosophy
- Literature
- Math
- Science

Note: additional courses may be added from the full catalog of offerings at any time, upon agreement between CCA and University of Valley Forge.

FEES

\$99 per credit

\$50 Technology Fee per semester enrolled

**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.*

Dual Credit Agreement
between Pennsylvania Highlands Community College and
Commonwealth Charter Academy (CCA)

The purpose of this agreement is to outline the terms and conditions upon which courses will be offered as part of the Dual Credit Programming through Pennsylvania Highlands Community College (PHCC) for students enrolled at the Commonwealth Charter Academy (CCA). The purpose of this offering is to allow high school students to take college-level courses and receive both college credit and high school credit towards graduation.

Programs in which the school district is participating include(s):
Accelerate College Education (ACE) (CCA Instruction)
Pennsylvania Highlands Community College Academy Pathway
Early College Option (PHCC Instruction)

Principles of Agreement

1. Under this agreement, Pennsylvania Highlands Community College, will make available college-level courses to CCA students. A list of approved courses will be provided each year as an addendum to this agreement.
2. The CCA Vice Provost of Career Readiness in collaboration with HS administration shall be the chief administrator of policies and procedures for dual credit students attending classes located at CCA.
3. The Pennsylvania Highlands Community College *Office of School Partnerships* shall be the chief administrator of policies and procedures for dual credit students attending classes at the College.
4. All dual credit high school students shall be entitled to use college facilities and services. Dual credit students shall be governed by all CCA and College policies as they affect any student of CCA and the College. Notification of violation of said policies will be communicated as appropriate to CCA and College officials. This includes, but is not limited to, Code of Conduct Violations and instances of expulsion or suspension.
5. Students completing the registration and payment process for college dual credit courses must successfully complete all course requirements for college credits to be awarded.
6. Pursuant to the College's tuition and fees schedule approved by the Board of Trustees, students will be charged a reduced, per credit charge for tuition for those courses taught within the CCA by CCA-hired faculty. Tuition and fee schedules are approved annually

during the preceding academic year and are published on the College's website. CCA agrees to pay the tuition and fees; the College will bill CCA on a semester basis.

7. The College reserves the right to review and approve the textbooks used in dual credit courses. The provision of all dual credit course textbooks is the responsibility of CCA. Textbooks for Penn Highlands-offered courses will be billed directly to CCA for approved students.
8. College-level courses offered through the Dual Credit Agreement at CCA must be taught by an approved faculty member employed by CCA. The approval of instructional faculty for all College courses covered by this agreement will be the responsibility of the College. CCA may recommend qualified teachers who are interested in teaching in the dual credit program to the College for consideration. CCA is responsible for notifying the College should an approved teacher become unable to teach the course.
9. Dual credit course faculty must meet at least the minimum credential requirements set forth by the College's current collective bargaining agreement. Such credentialing will be reviewed annually by the College and at the time when new courses are considered.
10. High school staff who are teaching a high school course during the regular school day in which the College is offering credit to dual credit students will not receive any additional compensation outside of the teachers' contract with CCA.
11. Both CCA and the College agree to adhere to the regulations set forth by the Family Education Rights and Privacy Act of 1974 (Buckley Amendment) which mandates that once a student enrolls in postsecondary education, the sole ownership of the education record transitions to the student. Personally-identifiable information contained within the student record can be shared with parent/guardian and/or CCA officials pending appropriate signed release documents provided by both CCA and the College.
12. Students desiring to enroll in courses taught on the college campus, either physically, virtually, or asynchronously online, by the college faculty as part of the Early College Option or Associate in High School Program must meet enrollment deadlines and course pre-requisites. These courses are full college credit price.

Responsibilities of Parties

Approved Dual Credit Faculty:

1. Dual Credit Faculty will be expected to conform to College policies for the dual credit courses they teach including, but not limited to, preparing/distributing approved course syllabi, verifying class rosters, submitting assessment, and providing final grades at the end of the semester.
2. Prior to teaching any approved course, dual credit faculty will be required to complete a new course orientation, available in an online format, as required by NACEP accreditation.

3. All faculty teaching a dual credit course will be required to attend an annual discipline meeting available in both in-person and online formats, as required by NACEP accreditation.
4. All dual credit courses offered at CCA will receive a site visit according to the schedule set forth by the Office of School Partnerships. This review will not include an assessment or evaluation of faculty but will include a review of course rigor, applicability to college level learning methodologies, and student learning outcomes and success, as required by NACEP accreditation. Scheduling of the site visit will be coordinated between the College's liaison and the dual credit faculty member.

Students:

1. In order to be eligible to participate in Dual Credit Programming, high school students must have permission of their parent or guardian to participate, be recommended by CCA school officials, to cross register and meet course prerequisites.
2. For students to be enrolled in dual credit courses they must have the approval of the College and CCA and meet the eligibility requirements as set by the College for the selected program.
3. Students are responsible for completing the appropriate College application, completing any applicable required placement testing, and registering for courses.

College Administrative Responsibilities:

1. At the conclusion of each college academic term, the student will receive a college grade for each course in which he/she was registered and such grades will become part of the student's permanent college record.
2. A record will be maintained by the College for each student in the Dual Credit Program as a part of the permanent college record maintained by the College's Registrar's office. The College will send transcripts to colleges/universities upon a student's request.
3. The College will provide course rosters to instructors when official rosters become available.
4. The College will provide key dates to school districts and instructors for application, registration, required trainings, and other required administrative duties, such as grade entry and roster verification.

CCA Administrative Responsibilities:

1. CCA will verify enrollments in each class section, and instructors will report grades to the College within a prescribed period of time, according to mutually agreed-upon procedures.
2. In accordance with NACEP guidelines, the College will provide services to all students enrolled in the College's Dual Credit Programming. These services may include but are not

limited to academic advising, assessment, career exploration, courses selection guidance, and degree completion and transfer options. CCA agrees to grant access to the College's admissions and advising staff for this purpose. This access will be scheduled by the College Admissions Office through the CCA officials as appropriate.

3. CCA will pay the College the fees and costs set forth in the Addendum. Any additional costs, academic fees (fees necessary for the student's enrollment and participation in the course, inclusive of e-book fees) will be included in invoicing from the 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 (textbooks not included and necessary for the student's enrollment and participation in the course). This amount is non-refundable. No additional costs will be charged unless agreed to in writing by both parties.
4. CCA students who enroll in College courses outside of CCA's internal approval are subject to CCA's and College's academic and financial policies.

This agreement will be in effect as of the date of its signing, however, the agreement may be renewed with the written consent of both institutions. Either institution may terminate this agreement by written notice of at least six (6) weeks in advance of the effective date of termination. Should this agreement be terminated, it is understood that the termination will not apply to students already accepted to Pennsylvania Highlands Community College under terms of this agreement, and currently enrolled in classes at Pennsylvania Highlands Community College.

For Pennsylvania Highlands Community College:

For CCA:

Cyuthia Doherty

2024-04-22

Vice President of Academic Affairs

Date

President & CEO

Date

Kay-Leigh Malzi

2024-04-22

Associate Dean of Academic Affairs

Date

Vice Provost K-12 Career Readiness

Date



Signature Certificate

Reference number: WCNRU-XDG98-F6DNH-XCFJR

Signer

Timestamp

Signature

Cynthia Doherty

Email: cdoherty@pennhighlands.edu

Sent:

22 Apr 2024 16:58:09 UTC

Viewed:

22 Apr 2024 17:49:01 UTC

Signed:

22 Apr 2024 17:49:19 UTC

Cynthia Doherty

Recipient Verification:

✓ Email verified

22 Apr 2024 17:49:01 UTC

IP address: 198.137.161.2

Location: Johnstown, United States

Kay-Leigh Malzi

Email: kmalzi@pennhighlands.edu

Sent:

22 Apr 2024 16:58:09 UTC

Viewed:

22 Apr 2024 21:19:18 UTC

Signed:

22 Apr 2024 21:19:35 UTC

Kay-Leigh Malzi

Recipient Verification:

✓ Email verified

22 Apr 2024 21:19:18 UTC

IP address: 174.198.3.209

Location: Philadelphia, United States

Document completed by all parties on:

22 Apr 2024 21:19:35 UTC

Page 1 of 1



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**Course Enrollment Agreement between
Cheyney University of Pennsylvania
and
Commonwealth Charter Academy Charter School**

Preface

Cheyney University of Pennsylvania (Cheyney University or Cheyney or University) and Commonwealth Charter Academy Charter School (CCA) enter into this Course Enrollment Agreement (Agreement) to provide CCA students in their junior and senior years of high school an opportunity to participate in an early college experience through Cheyney University Dual Enrollment Program.

Pennsylvania public schools, including cyber charter schools, are encouraged to offer college and career readiness programs. Rigorous courses of study – Advanced Placement (AP) courses, International Baccalaureate (IB) courses, concurrent-enrollment 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. 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.

Cheyney University offers an Aquaculture Research and Education Laboratory (AREL) program that provides an academic and professional specialization in the culture of growing aquatic animals and plants in controlled environments. CCA operates its AgWorks at CCA program, which provides exploratory and educational experiences for students in the fields of aquaculture and controlled environment agriculture to students in grades K-12. In order to expand the learning opportunities for its student's CCA desires to partner with Cheyney University to offer learning experiences in the University's AREL program to CCA students.

The Pennsylvania Department of Education recognizes that charter schools and cyber charter schools can purchase courses from post-secondary institutions and offer them as part of their own curriculum, with the post-secondary institution making independent determinations to award credit to students successfully completing the courses. This Agreement facilitates CCA's purchase of courses from Cheyney University consistent with this guidance, on a per-seat basis, with a seat consisting of one student in one course. These courses may be in the AREL program or in such other programs as CCA and Cheyney University may from time to time agree. The courses under this Agreement will be included in exhibits appended hereto.

The Cheyney University

Cheyney University provides high school students with early admission to the University and a jump start on earning college credits in general education courses that are required for Bachelor's degree programs.

For this Agreement, CCA students can participate and remain actively enrolled on the condition that they:

- a) Are in good academic and behavioral standing at their current high school;
- b) Are recommended by a teacher, guidance counselor or principal from their high school;
- c) Complete a Cheyney University Course Enrollment Intent form at the time of admission to Cheyney University;
- d) Maintain satisfactory grades in University courses taken during the program under the Agreement; and
- e) Are not subject to any student conduct sanctions at Cheyney while participating in the program.

In addition, students who choose to matriculate with Cheyney after high school graduation shall:

- f) Enroll at Cheyney within one year of high school graduation;
- g) Satisfy all other regular Cheyney admissions requirements.

Students shall be subject to the respective policies of the institution that they are attending. In addition, CCA students shall be subject to all Cheyney policies upon enrollment in the program.

Obligations of Cheyney University:

To facilitate the enrollment of CCA students to Cheyney, Cheyney's obligations under this Agreement shall be:

1. To provide early college opportunity programs through this Agreement that help students get a head start in Cheyney credits required for degree completion at Cheyney and that could be transferrable to other colleges.
2. To send a Cheyney letter of admission to all participants who complete a Cheyney University Dual Enrollment Program Admissions Intent form and who meet the conditions set forth in this Agreement. Course enrollments for the fall semester must be confirmed by July 15. Course enrollments for the spring semester must be confirmed by December 1. All regular University admissions requirements must be satisfied. Students will be governed by the Cheyney degree requirements in effect at the time of admission to Cheyney.
3. To invite students to an informational meeting with Cheyney faculty and staff once each semester at Cheyney to learn and explore different academic disciplines at Cheyney.
4. To offer freshman and sophomore level general education courses in a flexible delivery format to CCA students that may be used for dual or replacement credit, as determined by CCA students prior to high school graduation.
5. To provide residential summer experiences where students continue to earn college credits, are exposed to co-curricular, cultural and civic experiences that provide an early transition to university life.
6. To ensure that students will be provided with Cheyney financial aid information and receive full consideration for Cheyney financial aid upon matriculation at Cheyney by at least their participation in the final summer residence experience.
7. To encourage CCA graduates to matriculate to Cheyney after completion of the Cheyney University Dual Enrollment Program and upon high school graduation, Cheyney agrees to the following:

- To waive the admissions application fee for students who matriculate at Cheyney pursuant to this Agreement.
- To defer the advanced registration deposit for students who enroll at Cheyney by May 1st for fall semester and November 1st for spring semester.
- To award academic scholarships on a first-come, first-serve basis to qualified CCA graduates who enroll full-time (12 or more credits a semester) at Cheyney, are Pennsylvania residents and who graduate from CCA with a final high school GPA between 3.0 to 4.0. Scholarships are based on available funding.
- Students may be eligible for admission into the Honors Academy and receive a Keystone scholarship covering tuition, fees, room and board, based on the condition that they complete their Cheyney University admissions and financial aid process, and confirm their intention to attend Cheyney by the advertised deadline set by the Enrollment Management division. Applications submitted after these dates will be considered only if vacancies in the Honors Academy still exist.
- All CCA graduates must complete the FAFSA and the Cheyney University Financial Aid process. The Keystone scholarship is calculated as a last dollar award and is applied to a student's account after all other forms of grants and scholarships are applied. Regardless of the amount of financial aid a student receives (through Pell or PHEAA), the Keystone scholarship will cover any remaining costs to attend the University, as outlined above. The package is the same for all students. However, the scholarship award varies based on a student's financial aid.

Obligations of CCA

To facilitate the enrollment of CCA students to Cheyney, CCA's obligations under this agreement shall be:

1. To publicize this Agreement to CCA students in its literature and as part of its regular college preparation functions, and to inform students qualified to participate in the Cheyney University Dual Enrollment Program of the opportunity for admission to Cheyney under the terms of this Agreement.
2. To provide Cheyney University with names and high school transcripts of prospective participants in each cohort so that Cheyney may invite their interest and intention to Cheyney University Dual Enrollment Program upon completion of their high school sophomore year. The letter will include an invitation to a meeting to discuss this opportunity.
3. To secure the written permission of CCA students for the sharing of academic records between CCA and Cheyney in order for Cheyney to assess the academic standing of CCA students upon request for admission. This permission shall meet all of the obligations under the Family Educational Rights and Privacy Act (FERPA).
4. To provide a shared space to facilitate learning at a CCA location that can accommodate the flexible delivery format of college courses during a fall and spring semesters.
5. CCA will pay Cheyney University the sum of **\$175 per credit hour** for each student successfully enrolled in a Cheyney University class, and **\$25 per student per class for eBooks and other materials**. Payment shall be made within 30 days of the receipt of any invoice which is not in dispute.

Joint Obligations

1. This Agreement will last for 5 years from the date of the final signature below. Either party may terminate this Agreement with 90 days' notice. Should either party terminate the Agreement prior to the completion of a semester/term, students will have the opportunity to complete their semester. In the event of a substantial breach, either party may terminate this Agreement.
2. 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 provisions of the Americans with Disabilities Act. Students are protected by Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disabilities Act (ADA) of 1990. CCA agrees to cooperate with Cheyney in its investigation of claims of discrimination or harassment.
3. Reporting of Sexual Violence and Sexual Harassment. Both institutions agree that either will report to each other any incident in which a student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment. Cheyney's Title IX Coordinator: Robin Coward, rcoward@cheyney.edu, (610) 399-2430. CCA Title IX Coordinator: Jennifer Clarke, jclarke@ccaeducate.me, (717)710-3300.
4. The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
5. 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.
6. Neither of the parties shall assume any liabilities to each other. As to liability to each other or 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 Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the State System of Higher Education or Cheyney University.
7. This Agreement shall only be modified in writing with the same formality as the original Agreement.
8. The parties agree that students of the Dual Enrollment Program are students of both institutions and will be subject to Cheyney University's Student Code of Conduct as well as CCA's Learner Code of Conduct.
9. During the residential experience, if applicable, students who live in Cheyney's On Campus Residence Halls will be required to execute and abide by the terms and conditions of the Cheyney University Student Housing Contract Terms and Policies.
10. Each institution shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA) and shall release no information absent written

consent of the student and/or other legally authorized person unless required to do so by law or as dictated by the terms of this Agreement.

11. Pennsylvania Public School Code and Human Services Code Background Checks.
CCA is subject to certain requirements in the Pennsylvania Public School Code and Human Services Code relating to employee and contractor background checks and reporting of suspected abuse recognition and reporting. CCA's Board of Trustees has adopted Board Policy 818 to address these requirements for independent contractors. Cheyney hereby agrees to comply with the applicable requirements of the Public-School Code and Human Services Code and CCA Board Policy 818. Cheyney will submit background check authorizations for background clearance of any of its employees and contractors who provide direct or virtual services to CCA students where such background clearances or clearance check authorizations are required to abide by the laws and ensure the safety of students. Cheyney may request a waiver from this requirement if it can demonstrate that Cheyney, and Cheyney's employees or contractors have completed a comparable background check that complies with State and Federal law.
12. This Agreement shall only be modified in writing with the same formality as the original Agreement. This Agreement represents the entire understanding between the parties. No other oral understandings or promises exist in regards to this relationship. In witness whereof, and intending to be legally bound hereby, the undersigned representatives of the parties, Commonwealth Charter Academy and Cheyney University of the Pennsylvania have executed this Agreement on the dates indicated:

**Commonwealth Charter Academy
Charter School**



Thomas D. Longenecker Date
President and CEO

6/16/2021

Cheyney University

Cynthia A. Moultrie Date
Chief Financial Officer



Kizzy Morris Date
Provost & Chief Academic Officer

6/17/2021

University Legal Counsel Date



Board Affirmation Statement

The purpose of this document is for the President of the governing board to affirm that the annual report information is accurate.

Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

Affirmed on this 29th day of July, 2024

By:  (Signature of Board President)

Jeffrey E. Piccola (Print Name)

Chair of Board of Trustees

Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department).

Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

Affirmed on this 29th day of July, 2024

By: [Signature] (Signature of Board President)

Jeffrey E. Piccola (Print Name)

Chair of Board of Trustees

Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

Affirmed on this 29th day of July, 20 24

By: [Signature] (Signature of Board President)

Jeffrey E. Piccola (Print Name)

Chair of Board of Trustees

Charter Annual Background Check Affirmation

I certify that, as of this date, the above referenced LEA is in compliance with all applicable provisions of Sections 111 and 111.1 of the Public School Code of 1949.

Affirmed on this 29th day of July, 20 24

By: [Signature] (Signature of Board President)

Jeffrey E. Piccola (Print Name)

Chair of Board of Trustees

Charter Annual Administrative Certification Affirmation

All public school principals, including charter and cyber charter school principals, are subject to the applicable certification requirements of the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements. In keeping with the intent of section 1109, any person who devotes half or more of their time to supervision or administration in a public school, without an identified principal, is serving as the "principal" of the school regardless of the locally titled position (i.e., school director, head teacher, etc.). Such individuals must hold a valid administrative certificate and comply with all applicable Act 45 and PIL requirements. In addition, the public school should properly identify the individual as a principal in PIMS/PERMS regardless of the local title utilized.

The Charter School assures that the Public School Code (24 P.S. § 11-1109) as well as any Act 45 continuing education and Pennsylvania Inspired Leaders (PIL) requirements are met as outlined above.

Affirmed on this 29th day of July, 2024

By: [Signature] (Signature of Board President)

Jeffrey E. Piccola (Print Name)

Chair of Board of Trustees

Identification of Students with Specific Learning Disabilities using Response to Intervention Assurance/Affirmation

If the Charter School has received approval from PDE to utilize a Response to Intervention method to identify students with Specific Learning Disabilities, the Charter School will assure implementation with fidelity for the duration of this plan.

Affirmed on this 29th day of July, 2024

By: [Signature] (Signature of Board President)

Jeffrey E. Piccola (Print Name)

Chair of Board of Trustees