

**Commonwealth of Pennsylvania
Department of Education**

**Cyber Charter Application
2019**

Submitted by:



Tuesday, September 22nd, 2020

RE: Cyber Charter Application



To Whom It May Concern:

Please find the enclosed charter proposal for a cyber charter school in Pennsylvania, Executive Education Cyber Charter School also known as 'EECCS'.

As a current founder and COO of a charter school in Allentown, I believe that EECCS can provide a unique educational environment that will enhance the goals of the Pennsylvania Department of Education, which is to ensure every student in the state is able to reach his or her fullest potential. It is the intention of EECCS, to remain supportive and porous with the PDE and provide an innovative educational opportunity for students within the Commonwealth of Pennsylvania.

In addition, Executive Education Cyber is registered as a 501c3 company with the Pennsylvania Department of State Bureau of Corporations and Charitable Organizations. As a non-profit we believe that we can implement a comprehensive program that is not motivated by profit margins and equity shareholders. EECCS is motivated to support students during these turbulent times that has left our state and country with political unrest, uneasiness, and a health crisis.

Students in our highly structured, positive learning environment will experience distinct interactive virtual learning, unifying real world curriculum, advanced school culture, and behavior management systems that have been developed over decades with great success serving various populations.

We sincerely appreciate the opportunity to submit this proposal and look forward to working closely with the Pennsylvania Department of Education. I may be reached at 267.319.2336 or by email sjflave@gmail.com. Thank you in advance for your consideration of this application.

Sincerely,

A handwritten signature in blue ink, appearing to read "Stephen J. Flavell", with a long horizontal flourish extending to the right.

Stephen J. Flavell M. Ed
Executive Education Cyber Charter School

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Cyber Charter School Application Fact Sheet

Executive Education Cyber Charter School

Address: **555 Union Blvd**

City/Town: **Allentown**

Zip Code: **18109**

Intermediate Unit: **Carbon/Lehigh Intermediate Unit**

Federal Employer Identification Number: **85-3127776**

Contact Person:

First: **Stephen**

Middle: **John**

Last: **Flavell**

Organization: **Executive Education Cyber Charter School**

City: **Allentown**

State: **PA**

Zip Code: **18109**

Telephone: [REDACTED]

Fax Number: **NA**

Email: [REDACTED]

Indicate Number of Representatives per Group

Founding Coalition:

Group	Number of Representatives
Parents	(Danny Hargrove) (Shaila Ortiz) (Tamara Klas) (Bryan Weller) (Jane Pena)
Teachers	(Amy Johnson) (Brittani Costa) (Anthony Thomas) (Valarie Wade) (Jennifer Burton)
Business Partners	16
Community Based Organizations	4
Museums	2
Higher Education	2
Other Group - Partners	2

Grade and Age Ranges:

Group	Grade/Age Range
Elementary	K-6
Secondary	7-12
Age of Kindergarten	Determined by students' resident district
Age of Beginners	6 years of age according to Pennsylvania's updated compulsory school age requirements: 24 §§13-1326, et seq.
Grades Educated	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Kindergarten	<input type="checkbox"/> Full Day <input type="checkbox"/> Half Day

Projected Student Enrollment Year 1 - 5:

Year	Enrollment
1st Year	260
2nd Year	360
3rd Year	460
4th Year	560
5th Year	660
Total Number of Teachers	Can not determine until students enroll *Tentative 1:50 Student/Teacher Ratio

Does the cyber charter application have an existing retirement system?

Yes **No**

Not at this time, however, Executive Education Cyber Charter School (EECCS) will be creating a 403(b) Plan to support its staff.

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

Yes No

If awarded EECCS will execute a lease at 555 Union Blvd in Allentown PA. 18109. There will be approximately 20,000 sqft available for EECCS's administrative team. More space is available to meet the needs of a growing school.

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

Mission: Executive Education Cyber Charter School's mission is to provide an individualized student-centered learning experience, coupled with a focus on business education supported with rigorous academics, social and emotional learning, and career exploration. This will be paralleled with a student centered, individualized learning experience that is facilitated by an online platform. Students will interact with teachers, specialists, counselors and their peers through live synchronous classes as well as asynchronous instruction to help them make connections and become successful lifelong learners.

The educational model developed by Executive Education Cyber will be delivered by state certified teachers in all content areas. Effective professional development will support teachers in ensuring they are using best practices in their classes, so students can become critical thinkers, problem-solvers, communicators, and collaborators. Teachers will also learn the best online strategies and pedagogies in order to motivate, connect, and build rapport with their students. Teachers are an integral and critical component to online learning; therefore, EECCS will provide purposeful, collaborative learning opportunities for teachers and staff alike so as to increase student achievement.

EECCS's virtual academic program will use a synchronous and asynchronous approach to reach its learners. Academic content will be facilitated by highly qualified certified teachers and delivered through an online learning management system. However, students will have access to course work offline as well. Synchronous teaching and individual tutoring, provided by certified teachers, using the latest conferencing software will offer support and guidance from a teacher for students who need it the most. This approach allows for flexibility in the learning environment and really puts the student at the center of their own learning. Students who prefer to work more independently at a faster pace than their peers will also be provided with the same amount of support by teachers and staff to ensure their continued success. This allows EECCS to support all students and tailor a personalized learning path that is effective for each learner. Part of the innovative design of EECCS is to provide a standard-aligned rigorous curriculum with exposure to diverse careers, including those within the realm of business, entrepreneurship and beyond. This will aid students in developing a post-secondary plan. Students will complete career exploration experiences, providing them with a well rounded view of what careers interest and are available to them. Certified school counselors will work together with each student to develop a post-secondary plan by providing an inventory of resources, career exposure, and by cultivating relationships with business partners in the community.

Executive Education Cyber Charter School plans to use Blackboard Unite as their learning management system, as long as it remains cost effective, to stay connected to their students. Additional assignments, projects, experiences, journals, notes, videos, ect... will be easily accessible in this virtual platform. Students will have 24/7 access to their lessons and will have the flexibility to complete assignments within parameters set by the teacher. Teachers will also host live learning sessions throughout the week. Students will use video conferencing software within Blackboard Unite to interact with teachers, staff, and peers. Furthermore, students that require additional support will be assembled into small groups so that they can have access to a more intensive learning environment to support their needs. Students will always be able to request extra support from teachers via live video sessions, planned learning activities, phone, email, chat, and any other mediums that help support the student and teacher connection.

Another defining component of EECCS's virtual program is the social-emotional learning piece that is designed to instill critical social competencies in students starting with kindergarten. Students are assigned to a class where they meet daily and discuss topics based on social skills, coping skills, character development, leadership and other topics that are important to social-emotional learning. The goal of this responsive group class is to support students' development of soft skills that will be demanded of them in the future. The program will also develop the necessary resiliency skills children need in order to deal with barriers that they may face in the future.

I. SCHOOL DESIGN

1. Mission Statement

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

Mission:

Executive Education Cyber Charter School's mission is to provide an individualized student-centered learning experience, coupled with a focus on business education supported with rigorous academics, social and emotional learning, and career exploration.

B. What is your overarching vision of the school?

Vision:

EECCS will become a leader amongst innovative cyber charter schools by providing students with a personalized school experience that focuses on students becoming facilitators of their own learning. By providing social emotional learning opportunities, focusing on leadership skills, and integrating business education with rigorous academics, EECCS will graduate students with 21st century skills preparing them for the workforce, college, or entrepreneurship.

2. Measurable Goals and Objectives

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

Academic Goal	Measurable Outcome
Executive Education Cyber Charter School students will acquire the skills necessary for success in the 21st century workplace.	Within 5 years of the school's opening, 90% of students will achieve a score of proficient or advanced according to an LEA created rubric on their 21st Century Skills Portfolio.
Executive Education Cyber Charter School students will be able to think critically and problem solve.	A minimum of 70% of our 8th and 12th grade students will receive a proficient score on their culminating project as determined by the performance outcome rubric.
During its first year in operation Executive Education Cyber Charter School students will aim to achieve proficient or advanced on the ELA PSSAs.	A minimum of 65% of students in grades 3-8 will score proficient or advanced on the ELA PSSAs within the first year of the opening of the charter school.

<p>During its first year in operation Executive Education Cyber Charter School students will aim to achieve proficient or advanced on the Math PSSAs.</p>	<p>A minimum of 50% of students in grades 3-8 will score proficient or advanced on the Math PSSAs within the first year of the opening of the charter school.</p>
<p>Subsequent years following the opening of Executive Education Cyber Charter School, students will show growth in the areas of ELA and Math according to the PSSAs.</p>	<p>Students who scored below basic the year prior will show an increased score of 10%. Students who scored basic the year prior will show an increased score of 6%. Students who scored proficient the year prior will show an increased score of 3%. Students who scored advanced the year prior will continue to achieve an advanced score.</p>
<p>During its first year in operation Executive Education Cyber Charter School students will aim to achieve proficient or advanced on the Science PSSAs.</p>	<p>A minimum of 65% of students in grades 4 and 8 will score proficient or advanced on the Science PSSAs within the first year of the opening of the charter school. Within 5 years of the school's opening, 75% of students in grades 4 and 8 will score proficient or advanced on the Science PSSAs.</p>
<p>Students in grade 11 at Executive Education Cyber Charter School will aim to score proficient or advanced on the Keystone exams.</p>	<p>A minimum of 68% of students in grade 11 will score proficient or advanced on the Algebra I Keystone exam within the first year of the school opening. Within 5 years of the school's opening, 75% of students in grade 11 will score proficient or advanced on the Algebra I Keystone exam.</p>
<p>Students in grade 11 at Executive Education Cyber Charter School will aim to score proficient or advanced on the Keystone exams.</p>	<p>A minimum of 76% of students in grade 11 will score proficient or advanced on the Literature Keystone exam within the first year of the school opening. Within 5 years of the school's opening, 80% of students in grade 11 will score proficient or advanced on the Literature Keystone exam.</p>
<p>Students in grade 11 at Executive Education Cyber Charter School will aim to score proficient or advanced on the Keystone exams.</p>	<p>A minimum of 68% of students in grade 11 will score proficient or advanced on the Biology Keystone exam within the first year of the school opening. Within 5 years of the school's opening, 75% of students in grade 11 will score proficient or advanced on the Biology Keystone exam.</p>

Executive Education Cyber Charter School students will be able to apply Career Education and Work standards.	Within 5 years of the opening of Executive Education Cyber Charter School, 100% of students will have a proposed post-secondary education plan.
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<https://www.education.pa.gov/DataAndReporting/Pages/default.aspx>

B. “Non” Academic Goals

“Non” Academic Goal	Measurable Outcome
Executive Education Cyber Charter School will aim to achieve parent satisfaction.	According to survey results, 80% of parents will show satisfaction.
Executive Education Cyber Charter School’s enrollment will show a <u>minimum</u> increase of 100 students per school year.	Year 1: 260 Year 2: 360 Year 3: 460 Year 4: 560 Year 5: 660
Executive Education Cyber Charter School will grow partnerships with businesses to support students with career experiences.	Solicit a minimum of 8 organizations that can provide meaningful career experiences for students.
Executive Education Cyber Charter School will have a high retention rate.	A minimum of 70% of students will re-enroll the following school year.
The Board of Trustees will provide effective stewardship.	<ul style="list-style-type: none"> ● Full attendance at each meeting. ● Documented participation of board members in special school activities. ● Follow-through on decisions ● Successful completion of agenda. ● Minutes are taken at all meetings, ratified and filed.

3. Educational Program

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

Educational Program Overview:

With our mission centered around the student and our focus on providing students with a business educational experience, Executive Education Cyber Charter School will deliver Pennsylvania standards-based instruction across the entire curriculum, K-12. This is all facilitated through an online

learning platform that incorporates rigorous courses aligned with Pennsylvania’s Academic Standards, and career exploration in the areas of business and entrepreneurship. This approach will allow students to draw from their experiences at EECCS to develop an informed post-secondary plan that will allow them to have a competitive edge in the world today.

Parents, teachers, and students alike are becoming more aware of the need for differentiated instruction. Each child learns differently and learning should be student centered. This cyber charter school puts students in control of their own learning, where teachers work with families to support them. Teachers act as facilitators within the virtual classroom and help students develop confidence and become self-motivators. This school features a well-planned business focused curriculum that is online and incorporates all core subjects and electives required for graduation and success beyond EECCS. Instruction will be delivered through the Blackboard Unite LMS (Learning Management System) and consist of research-based courses provided by Apex Learning, Amplify’s CKLA program, and MCGrawHill Math, and taught by certified Pennsylvania teachers .

EECCS will personalize instruction for its students, providing students a dynamic rather than a static educational setting, which is one of the most critical factors in 21st century education (Greaves, Hayes, Wilson, Gielniak, & Peterson 2010). The curriculum is designed for the virtual learner and allows for differentiated instruction using varying types of multimedia and up-and-coming technology. EECCS will remain current with the most effective technological tools to ensure every student is receiving relevant instruction. This will be accomplished by allowing administrators and teachers to attend technology conferences, like the ISTE conference, yearly. Courses will be delivered asynchronously and synchronously within the LMS and/or third party video conferencing software. Our belief is that our teachers will act more like facilitators or learning coaches supporting students in their endeavors to understand subject matter through exploration, inquiry, research, and collaboration. EECCS teachers will also have the ability to utilize other online resources outside the standards aligned curriculum to enhance each students’ learning experience. These resources may include, but are not limited to, Reading A-Z, commonlit.org, BrainPop and BrainPop Jr., Quizizz, Quizlet, Flippity.net, PBS Learning Media, Prodigy, Nearpod, Study Ladders and many more.

Throughout all subject areas our students will be encouraged to consider a variety of ideas, viewpoints and perspectives that may be useful in finding solutions and alternatives to posed problems. A high priority will be given to teaching students how to reflect on their own learning and to recognize and voice when they are not understanding or comprehending the content. Not only will they be taught various student centered strategies, but they will be encouraged to choose when to apply certain strategies and to share their rationale for doing so. In the early years and initially in all grades the application of these skills will be monitored and facilitated by the teacher through the use of modeling, questioning and sentence frames. As students become stronger in the areas of critical thinking, problem solving and communication the teacher will act as a facilitator as groups collaborate and participate in discussions and hands-on activities. According to the Partnership for 21st Century Skills, students must have a “range of functional and critical thinking skills related to information, media and technology” to succeed in a 21st century marketplace. Consequently, our curriculum model highlights the importance for students to learn and apply critical thinking and problem solving skills across the content areas. Critical thinking and problem solving skills are learned behaviors and therefore must be explicitly taught through modeling and the labeling of

one's own thinking. Our curriculum will stress the following types of skills needed in preparation for a journey beyond our virtual walls:

- Critical thinking
- Creativity
- Collaboration
- Communication
- Information literacy
- Media literacy
- Technology literacy
- Flexibility
- Leadership
- Initiative
- Productivity
- Social skills

Along with 21st century skills, our students will also be well versed in social emotional skills, by providing them with the opportunity to discuss topics that pertain to their emotional and social needs and health. These opportunities will be provided daily in synchronous small groups, and will be a mandatory component of our virtual charter school. A certified teacher, counselor, or other highly-qualified staff member will lead these small groups initially, but the goal will be for the small groups to be student-led and directed. EECCS will also provide a curriculum to support the social-emotional learning of all its students. Although this element of our school will be taught with purpose by design, emphasis on 21st century soft skills and social skills, including public speaking, disagreeing appropriately, and accepting no for an answer, will be intertwined into all courses taught through our certified staff. Schools which were originally created to teach the same set of needed skills to a group of students more efficiently, are now evolving into establishments where creativity, critical thinking, and interpersonal skills foster the much needed employee of the future.

Primary Year Curriculum:

Grades K-5

- Language Arts – 120 minutes
- Math – 90 minutes
- Science – 45 minutes (in grades 3-5)
- Social Studies – infused within the language arts program
- Physical Education/Health– (minimum of 30 mins.)
- Electives/SEL/Career readiness - 45-60 minutes

ELA:

Executive Education Cyber Charter School will infuse social studies topics within their structured language arts program. Science topics in grades K-2 will also be infused into the elementary language arts curriculum. Phonemic awareness, phonics, vocabulary, spelling and grammar are key components of a balanced literacy program, and EECCS will ensure all students build strong foundational skills with regards to reading and writing. Attention to each child's ability to fluently read material on grade level with prosody is another critical component in which Executive Education Cyber will embrace.

Research, including library skills and information management will also be taught within the ELA curriculum. Executive Education Cyber will use Amplify's Core Knowledge Language Arts curriculum for grades K-5 to ensure Pennsylvania standards are being met. Amplify's curriculum meets expectations according to edreports.org for its ability to build student's knowledge by offering instruction in engaging, diverse topics, vocabulary, and process writing tasks that build up student stamina. Amplify's CKLA program provides explicit systematic instruction on foundational skills in grades K-2. This program focuses on articulation of phonemes first by providing videos, audio, and virtually manipulation of letters for substitutions of sounds as well as chaining. Synchronous daily read alouds with mentor texts will engage learners prior to a new skill or lesson being taught. Amplify's CKLA program offers digital resources, such as a sound library and text library in grades K-2 and more age appropriate videos, libraries, and resources for grades 3-5. Students beginning in kindergarten will read chapter books that infuse much needed worldly background knowledge all while providing skills taught in a way backed by years of reading research. Amplify's CKLA program adds extra support for EL students as well as enrichment opportunities for gifted students. The writing piece is embedded into the program and follows the traditional writing process. Students will have opportunities to write on numerous topics in which they will be asked to provide text evidence. Students in grades 3-5 will focus on reading skills along with vocabulary, morphology, and grammar. Engaging nonfiction and fiction texts continue to be provided to students in grades 3-5. Amplify's CKLA program is well rounded and can provide needed data through pre assessments, benchmarking, and unit tests. Teachers will find the program easy to use with little need to access outside resources.

Math:

The need to build a strong mathematical foundation has never been more pressing than in the 21st century. Students are struggling with comprehending the purpose or intent of mathematics as well as applying math skills to solve problems. Using My Math through McGrawHill, students will be able to work collaboratively to solve problems by applying the acquired mathematical competencies beginning in kindergarten and continuing through fifth grade. My Math offers explicit instruction in math vocabulary all while exposing students to real-world scenarios. All students in grades K-5 will acquire knowledge in the areas of geometry, number and operations in base 10, measurement and data, and operations and algebraic thinking. Grades K-2 will also focus on counting and cardinality while students in grades 3-5 will have opportunities to work with numbers and operations with fractions. Students will take ownership of their math learning with embedded prompts throughout units that will help change their mindset from non conceptualizers to students who can discern and grasp necessary concepts in order to build that strong foundation that is needed for future learning.

Science:

Infused within the ELA curriculum, science in grades k-2 will focus on life science, physical science, Earth and space science, technology and engineering, and the environment and ecology. Students will understand the difference between living and nonliving organisms, describe the needs of living organisms, observe the growth of living organisms using their 5 senses, and classify and sort types of living and nonliving things. Students will have opportunities to draw or show the life cycles of animals and plants and explain the basic functions of the parts of living things. Students will also have opportunities to compare characteristics of family and non-family members, identify different ways living things reproduce, and explore patterns found within the scientific world. Our science infused curriculum will also allow students to distinguish types of matter and note observations when matter

changes (i.e. ice melts or water freezes). Students will understand basic sources of energy and how energy is needed to move (i.e. pushing a toy car down a hill). Inquiry into Earth’s resources as well as changes in seasonal weather patterns will be investigated through virtual labs or live demonstrations by teachers or guest speakers via video conferencing. Identifying and distinguishing various technology tools will be incorporated as well into the ELA and business focused curriculum. Supplemental resources for grades 3-5 will be provided by the Core Knowledge® Foundation (www.coreknowledge.org) and made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

Social Studies:

Students at Executive Education Cyber will receive instruction in social studies during their literacy block. Concepts of government, including the importance of rules and laws and why government is necessary will be embedded into the ELA curriculum in grades K-5. Students will understand the rights and responsibilities of citizenship, the importance of conflict resolution, the consequences (positive and negative) of following laws, and ways citizens can influence the decisions of the government. Students will begin to understand economics by identifying economic activities within their local communities and how goods are bought and sold. Students will gain exposure to the varying needs of goods and resources within their community, region, and world. They will also understand different physical characteristics of landforms in varying regions around the World. Opportunities to learn about historical landmarks and influential people from around the World will be provided through discussions of nonfiction and literary texts within the ELA curriculum.

Elementary (Primary Years) Curriculum Planning:

	ELA	Math	Science	Social Studies	Electives
Grade K	Amplify CKLA	My Math by McGraw Hill	Infused in ELA	Infused in ELA	P.E. Mandarin
Grade 1	Amplify CKLA	My Math by McGraw Hill	Infused in ELA	Infused in ELA	P.E. Mandarin
Grade 2	Amplify CKLA	My Math by McGraw Hill	Infused in ELA	Infused in ELA	P.E. Mandarin
Grade 3	Amplify CKLA	My Math by McGraw Hill	Supplemental Resources	Infused in ELA	P.E. Mandarin Typing and/or Computer Basics
Grade 4	Amplify CKLA	My Math by McGraw Hill	Supplemental Resources	Infused in ELA	P.E. Mandarin Typing and/or Computer Basics

Grade 5	Amplify CKLA	My Math by McGraw Hill	Supplemental Resources	Infused in ELA	P.E./Health Mandarin Typing and/or Computer Basics
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Middle and High School Curriculum:

Grades 6-8

- Language Arts – 60 minutes
- Math – 60 minutes
- Science – 60 minutes
- Social Studies – 60 minutes
- Physical Education/Health – 60 minutes
- Electives – 30 minutes per elective

English Language Arts:

EECCS will provide students the necessary instruction aligned to the Pennsylvania Core Standards in the area of Language Arts, which includes reading literary texts as well as nonfiction texts across a variety of mediums, engaging listening and speaking skills in middle year learners, enhancing writing skills, and improving upon previously taught grammar instruction. These broad topics will be taught within the Apex Learning courses listed in the Apex Learning Middle School Course List, and enhanced with more rigor by individual teachers using supplemental curriculum.

Mathematics:

According to the Commonwealth of Pennsylvania, students will be able to use mathematical reasoning, as well as algebraic skills in order to solve problems across various settings. Apex Learning will provide the following courses to ensure students are able to achieve the standards set forth by the state of Pennsylvania: Math 6, Math 7 or Introductory Algebra, Math 8 or Introductory Algebra or Algebra. Algebra II, Geometry, Precalculus, Probability & Statistics, and Mathematics of Personal Finance will be offered in grades 9-12 following a standard progression that can be seen below. Honors coursework will be provided for students seeking to engage with the course content at a quicker pace with more in-depth instruction provided by state certified teachers employed by EECCS. Teachers of the charter school will also supplement instruction using programs found within the Imagine Learning suite, including Imagine Math or Imagine Math Facts. Engage NY, Prodigy, and other curricular materials and resources will also be used to enhance the curriculum, providing a more engaging course where students are eager to explore further into mathematical concepts.

Science:

The middle years science curriculum will be provided by Apex Learning and will align to PA State Standards as well as the Next Generation Science Standards where applicable. At the beginning of the middle year science program, students will be able to explore the following concepts: energy & matter, Earth’s weather and climate, humans & their environment, structure & function, and the growth, development, and reproduction of organisms. Upon successful completion of the previously mentioned courses, students will learn about the structures and properties of matter, chemical

reactions, and the history of the Earth. Students will round out their middle year science program with topics such as waves, radiation, energy, forces, genetics, natural selection, and engineering design.

Social Studies:

Social studies topics will be provided by Apex Learning and consist of civics and government, economics, geography, and history, including cultures within the United States, Pennsylvania, and the World. The Social Studies curriculum will align with all state standards and the Public School Code of 1949 which expresses the importance for all students to understand their right to vote and uphold their duties as a productive citizen like our forefathers had intended. Students will be given opportunities to analyze and evaluate government documents, laws, and cases that have shaped the United States. Understanding political parties and policies of various types of government will be taught along with international organizations and foreign policies. Coursework will allow students to ask questions, plan investigations, gather and evaluate evidence, and work collaboratively.

Health and Physical Education:

Health and physical education will include topics concerning mental, emotional, and social health. Students will be able to make healthy choices about their nutrition, physical fitness, disease prevention, substance use, and injury prevention and safety. Students will participate in student-selected weekly physical activities that will require learning coaches/parents/guardians to verify on a standardized report.

Arts and Humanities:

Arts, including music, theater, and dance will be infused into various subject areas across the curriculum in grades 6-12. Through the study of various cultures, students will be able to observe and reflect on how art is integrated into human experience and fosters individual creativity. 21st century skills require students to use creativity and ingenuity to solve complex problems regarding the interwoven systems of human and Earth. Students at the high school level will have opportunities to earn required credit in the area of Humanities through courses such as Media Literacy, Creative Writing, Sociology, Psychology, and Spanish III.

Technology and Business Education:

Technology and Business Education will be a key component to Executive Education's well laid out curriculum. Our technology and business program will incorporate the ISTE standards of becoming an empowered learner, a digital citizen, a knowledge constructor, an innovative designer, a computational thinker, a creative communicator, and a global collaborator. Students will use the Blackboard Unite LMS to seek feedback in order to improve their practice, engage in positive online communication with peers and teachers alike, use a variety of tools and digital resources to demonstrate understanding of material, communicate clearly for a variety of purposes on digital platforms including, but not limited to exploring global issues and connecting with learners from around the World. Our business education program will infuse the use of technology while students gain exposure to specialty classes such as accounting, financial literacy, business and computer applications, and principles of information technology. Courses that include topics such as keyboarding skills, proper formatting of documents, electronic presentations, internet research, web page design, and creation of spreadsheets and databases will set the foundation for students to have a successful business career. These featured classes will prepare students for a future in finance,

economics, computer and information technologies, international business or even entrepreneurship while inculcating a positive and ethical attitude.

Career Education:

Students will gain insightful information about 21st century careers through the Smart Futures platform. Aligned to the state of Pennsylvania’s Academic Standards for Career Education and Work, Smart Futures provides students with surveys, activities and skill building opportunities to encourage self-awareness. Students will have opportunities to explore career clusters and jobs that align with their future goals and interests. Our career education plan aligns closely with what the state is trying to accomplish with their career pilot program.

Social-Emotional Learning:

Executive Education Cyber understands students must possess strong interpersonal skills in order to be successful in this fast-paced world we live in. Skills including self-awareness, self-management, establishing and maintaining relationships, decision making, and responsible behavior will be taught explicitly and embedded into the curriculum. Social-Emotional Learning and social skills are key components to success in the workplace. The approach we are implementing infuses soft skills with our day-to-day curriculum.

Middle & High School Curriculum Planning Guide:

	Grade 6	Grade 7	Grade 8
English Language Arts	English 6	English 7	English 8
Math	Math 6	Math 7 Introductory Algebra	Math 8 Introductory Algebra Algebra I Algebra I H
Science	Science 6	Science 7	Science 8
Social Studies	MS World History	MS US History	MS Civics
Electives	MS HOPE Intro to Technology & Computer Basics	MS HOPE MS Mandarin Chinese I** MS Spanish I** Information Tech	MS HOPE MS Mandarin Chinese II** MS Spanish II** Intro to Business

**Taught through Apex Virtual Learning Academy

	Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts	English 9^	English 10^	English 11^ A.P. Literature & Composition A.P. Language & Composition	English 12^ A.P. Literature & Composition A.P. Language & Composition
Math	Algebra I^ Geometry I^	Geometry I^ Algebra II^	PreCalculus^ Probability & Statistics Mathematics of Personal Finance	PreCalculus Probability & Statistics Mathematics of Personal Finance A.P. Calculus AB A.P. Statistics
Science	Earth Science Physical Science	Environmental Science Biology	Chemistry Physics *AP Courses offered	Chemistry Physics *AP Courses offered
Social Studies	US History^	Modern World History from 1450	Geography and World Cultures*^ Multicultural Studies*	US Government & Politics*^ Economics*^
Humanities	Media Literacy * Creative Writing* Sociology* Psychology* Spanish III**			
Foreign Language	Spanish I Mandarin Chinese I**	Spanish II Mandarin Chinese II**	Spanish III**	
Business Electives	Economics* Economics & Personal Finance AP Macroeconomics AP Microeconomics Accounting I Accounting II Legal Environment of Business Principle of Business, Marketing, and Finance			

Electives	Phys Ed* Health Health Extended
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*.5 semester course; ** course offered through Apex Virtual Learning; ^Honors courses offered

Course Offering List:

Please note: These lists will be considered working documents that can change as new courses/curricula become available that will better facilitate our students' needs. This may also include deleting courses that no longer align with Pennsylvania's State Standards or adding courses that exceed the state standards set forth by the Commonwealth of Pennsylvania. Courses may or may not be offered each semester, but each student's personalized instructional plan will be taken into account to ensure proper scheduling.

APEX Learning Catalog

Middle School Course List:

English Language Arts	Social Studies
English 6 English 7 English 8	MS World History MS U.S History MS Civics
Mathematics	Electives
Math 6 Math 7 Math 8 Introductory Algebra Algebra I	Health Opportunities through Physical Education (HOPE)
Science	World Languages
Science 6 Science 7 Science 8	MS Spanish 1** MS Spanish 2** MS Mandarin Chinese 1** MS Mandarin Chinese 2** ** Only Available Through Apex Learning Virtual School (ALVS)

High School Course List:

English Language Arts	History
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English 9 English 10 English 11 English 12	Modern World History from 1450 U.S. History Geography and World Cultures* U.S. Government and Politics* Economics and Personal Finance Economics*
Mathematics	Health/P.E.
Algebra I Geometry Algebra II Probability and Statistics Precalculus	Physical Education* Health*
Science	World Languages
Earth Science Physical Science Environmental Science Biology Chemistry Physics	Spanish I Spanish II Spanish III Mandarin Chinese I** Mandarin Chinese II**
Electives	
Financial Literacy* Accounting I Accounting II Principles of Business, Marketing, and Finance Legal Environment of Business Introduction to Business and Technology Computer Applications*	

*.5 semester course

AP Course List:

Math	English
AP® Calculus AB AP® Statistics	AP® English Language and Composition AP® English Literature and

	Composition
Science	Other
AP® Environmental Science AP® Biology AP® Chemistry	AP® Spanish Language AP® U.S. History AP® U.S. Government and Politics* AP® Macroeconomics* AP® Microeconomics* AP® Psychology*

Apex Learning Accreditation: Accredited by AdvancEd; All Advanced Placement (AP) courses are authorized by the College Board; Verification of standards alignment provided by EdGate; Member of iNACOL with highly qualifying curriculum scores

Graduation Requirements:

Students in grades 9-12 will have completed the required 120 hours of instruction in the following 24 units of credit as per 22 Pa. Code § 57.31:

Credits	Course/Subject
4	English
4	Mathematics
3	Science*
3	Social Studies**
2	Arts or Humanities or Both
1	Physical Education
.5	Health
4.5	Business Education Electives (Including Technology)
2	Foreign Language

*Including 1 laboratory science

**Including History and Government of the United States and Pennsylvania in accordance to 24 P.S. § 16-1605

Sample Student Schedule (Elementary):

7:00 - 8:30 AM Optional Tutoring Hours Hosted by Learning Facilitator

8:30 - 8:45 AM Morning (AM) Assembly Live via video conferencing software through LMS provider

8:45 - 9:00 AM R.G.G. (Responsive Group Guidance) Live via video conferencing software through LMS provider

- 9:00 - 10:30 AM English Language Arts
- Synchronous read alouds using mentor texts by teacher
 - Asynchronous Phonemic Awareness/Phonics activities via online games (i.e. www.readingeggs.com) or teacher created interactive material
 - Synchronous writing mini-lesson (approximately 10 mins) with individual conferencing available
 - Independent reading time (S.S.R.) with self-selected book(s) or novel
- 10:30 - 10:45 AM Morning Recess/Snack Break
- 10:45 - 11:30 AM Math
- Synchronous lesson provided by teacher with scaffolding and modeling (“I Do”)
 - Synchronous lesson where student practices skill with teacher support (“We Do”)
 - Asynchronous time to practice skill (“You Do”)
- 11:30 - 12:30 PM Lunch & Recess
- 12:30 - 1:30 PM Science & Social Studies
- Synchronous science demonstration
 - Independent reflection time
 - Asynchronous lesson provided by Edgenuity with optional teacher supplementation
- 1:30 - 2:15 PM Elective(s)
- Monday/Wednesday/Friday: Business education elective
 - Tuesday/Thursday: Physical Education and/or Health Education
- 2:15 - 3:15 PM Independent Coursework or Homework Time
- 3:15 - 3:30 PM Afternoon (PM) Assembly
- 3:30 - 7:00 PM Optional Tutoring Hours offered by Learning Facilitators
- Total: 5 hours 45 minutes/day

Sample Student Schedule (Middle & High School):

- 7:00 - 8:30 AM Optional Tutoring Hours Hosted by Learning Facilitator
- 8:30 - 8:45 AM Morning(AM) Assembly
- 8:45 - 9:05 AM Homeroom Check-in & R.G.G. (Responsive Group Guidance)
- 9:10 - 10:00 AM Core Course 1
- 10:05 - 10:55 AM Core Course 2
- 11:00 - 11:50 AM Business Elective
- 11:50 - 12:50 PM Lunch/Break/Check-in with Learning Facilitator
- 12:55 - 1:45 PM Core Course 3
- 1:50 - 2:40 PM Core Course 4
- 2:45 - 3:15 PM Independent Study
- 3:15 - 3:30 PM Afternoon (PM) Assembly
- 3:30 - 7:00 PM Optional Tutoring Hours Hosted by Learning Facilitator
- Total: 5 hours 30 mins/day

Example course list, descriptions and curriculum can be viewed in **Exhibit A**

- B. Describe how your school will meet the educational needs of students with disabilities in accordance with Chapter 711. Provide a projection of the number and type of

special education programs that will be operated directly by your charter school or through contracts. Provide a projection of the number and type of related services that will be provided directly by the charter school or through contracts.

Special Education Program:

In reference to the Individuals with Disabilities Education Act (IDEA), and 22 Pa. School Code § 14, all children with any type of disability will be provided with a free appropriate public education (FAPE) that enables them to participate to their fullest potential at Executive Education Cyber Charter School. All programs of instruction for students identified with a disability will comply with their Individualized Education Plan. Students found needing services will be determined through an evaluation process set forth below. According to the Pennsylvania's Department of Education's policy states that all children with a range of disabilities residing in the State, and are in need of special education and related services, are identified, located, and evaluated. EECCS will comply with this policy by providing yearly data to the State regarding which children are in need of services, the type of disability they have, and what services (special education and related) are being provided as prescribed at 22 Pa. Code § 14.104, 22 Pa. Code §§ 14.121—14.123 and 22 Pa Code, § 711.21, §711.23, and § 711.24. Executive Education Cyber

Executive Education Cyber Charter School understands there are varying categories of disabilities with varying ranges of severity. According to IDEA, students may have disabilities in the following categories:

- Autism
- Deafness
- Deaf / Blindness
- Emotional disturbance
- Traumatic Brain Injury
- Hearing Impairment
- Specific Learning disability
- Mental retardation
- Multiple disabilities
- Other health impairment
- Speech and language impairment
- Orthopedic Impairment
- Visual Impairment including Blindness

With such a diverse list of disabilities, EECCS understands the varying instructional strategies needed to ensure each student receives a Free and Appropriate Education, thus providing differentiated instruction, including grouping students according to skill level and needs, in compliance to the regulations set forth in 34 C.F.R. Part 300. If a child is in need of or enrolls with an IEP, then EECCS will provide that student with the modifications and accommodations necessary to ensure the student has access to and can participate in the regular education curriculum to the best of his ability. Executive Education Cyber will employ Pennsylvania certified special education teachers to ensure all students with IEPs are receiving the most appropriate education in the least restrictive environment. Services such as occupational therapy, physical therapy, speech-language pathology, behavior analysis,

and other related services that are needed to ensure compliance of a student's IEP will be provided by outside agencies within a general radius in which the student resides.

Executive Education Cyber Charter School will provide a written policy that will include ways to inform parents of children applying to or enrolled in EECCS of available special education services and programs and how to request those services and programs. This will be done through the following process:

1. Informing parents/guardians about all special education services available to every child that qualifies by providing school literature or personally informing parents/guardians through a means of written communication.
2. Developing and implementing a MTSS program that will use data from prescribed assessments throughout the year to determine which students are struggling and offer them two levels of intervention through a recurring cycle every 6-8 weeks.
3. Students who do not respond to such interventions, as data derived from research-based assessments would show, will be discussed by a group of individuals (known hereafter as the Team) that know the student and can attest to their current strengths and weaknesses. The Team, which may include present teachers, interventionists, guidance counselors, administration, and psychologists, may decide to continue another cycle of intervention or they may refer the student for further evaluation for potential special education services. A parent can also, at any time, request their child be evaluated for special education services, in which the school then must comply within 60 calendar days (minus summer) from the time the school receives the permission to evaluate consent form until the evaluation report must be provided.
4. If a referral is made, and upon a parent's/guardian's signature, and in accordance with § 300.503, data subsuming the students present level scores on assessments (including state and local), classroom observations conducted by teachers, and evaluators, data received from the parent/guardian, and any other relevant information regarding function, development, or academics of the student that will assist with determining needs of services, will be collected and reviewed to determine the needs (if any) of special education services in a timely manner (45 days upon consent).
5. Upon completion of the review of data, the Team will coordinate with the parent/guardian to review the evaluation. If it is determined that a student is in need of an IEP, and upon written consent of the parent/guardian, the IEP will go in effect and the Team will provide the school with the necessary information to ensure the student is receiving a Free and Appropriate Education.
6. After developing the IEP, the Team will continue to review annually, and revise when deemed necessary.

If a student is enrolling at EECCS with a current IEP, then EECCS will use the following process to ensure the student is receiving a Free and Appropriate Education:

- If the student's current IEP is available, then EECCS will adopt the current IEP developed by the previous school up until the original date of the yearly review, at which the Team will assemble to review the current IEP.

- Or a temporary placement (up to 30 calendar days) will be contrived that provides the necessary services to ensure a Free and Appropriate Education based upon the previous IEP and in agreement with the parent/guardian and the school.
- If the student's current IEP is not available, then EECCS will offer a temporary placement (up to 30 calendar days) with comparable services agreed upon by the parent/guardian and the school. Executive Education Cyber will make regular attempts to procure the IEP from the student's previous school by providing a release for records signed by the parent/guardian.
- If the student's current IEP cannot be found or has not been received from the student's previous school district in a timely manner, then the Team will re-evaluate the student to determine eligibility for continued services.

Section 504:

According to the 504 Section of the Rehabilitation Act of 1973, students with disabilities must be provided with appropriate educational services that ensure their needs are met in equal comparison to their peers without disabilities. No student at Executive Education Cyber will be excluded from the participation in, be denied the benefits of, or be subjected to discrimination from any program or activity receiving Federal financial assistance, solely by reason of his or her disability. EECCS will provide students with appropriate educational services whether that be in the regular education classroom, special education classroom, or through related services.

Much like an IEP (Individualized Education Program), the decision involving identification and services for a child who may not qualify for an IEP, but may still have a disability that hinders their learning in the regular classroom will be developed by a Team and reviewed yearly. Understanding that the majority of students learn best when interacting with their peers, the Team may suggest a least restrictive environment for the student while still providing accommodations to meet the student's unique needs. These accommodations will be made by the classroom teacher(s) and other staff and may include the following:

- Providing extra time on assignments and tests
- Providing preferential seating (close to the teacher or away from distractions)
- Provide pre-written study guides or notes
- Offering graphic organizers or other organizing tools
- Providing student with an agenda
- Daily or weekly check-ins and check-outs with familiar teachers and/or staff
- Counseling
- Peer Tutor
- Modification of transportation, recess, and/or phys ed class
- Breaks within the class period (stretch, walk, get a drink of water, etc.)

Executive Education Cyber Charter School will work with parents to ensure each students' needs are being met by providing a written disclosure and notice of assurance of nondiscrimination, designating a 504 Coordinator, providing a procedure to resolve grievances and complaints, offering parents/guardians a copy of their procedural safeguards, and by conducting self-evaluations of our policies, programs, and practices to ensure discrimination is not occurring.

ELL:

Executive Education Cyber Charter School will provide a program to all our students with Limited English Proficiency (LEP) to promote each student's ability to become more proficient in the English language as well as increase academic achievement, in accordance to 22 Pa. Code § 4.26.

Identification of ELs will be based upon a home language survey provided to students newly enrolling without previous academic records. EECCS will use the WIDA ACCESS Placement Test (W-APT) to ensure each child is receiving the appropriate instruction all while providing equal access to all educational programs and school related functions and activities. Parents will be notified of student assessment results and placement in an ESL program. It is the parents right to refuse specialized instruction in an approved ESL program and EECCS will not influence a parent's or guardian's decision, but rather provide them information about all services and programs offered.

Students placed in an ESL program will receive instruction from a Pennsylvania certified ESL teacher, and adaptations, accommodations, and modifications will be provided by all teachers. Executive Education Cyber will ensure all EL students receive appropriate instruction aligned to their current grade-level standards, by providing those students with research-based bilingual or sheltered instruction. Sheltered instruction may include simplified English and scaffolding by ESL teachers, collaborative work with peers, activation of prior knowledge, and spiraling learning concepts. Executive Education Cyber will provide support to ELs in an inclusive instructional model, where a certified ESL teacher will have ample time to collaborate with all teachers that serve the student to ensure proper supplementary instruction and materials are given. The content teacher may choose to co-teach with the ESL teacher or the ESL teacher may pull a small group of students to provide more specialized instruction. EECCS will also provide tutoring opportunities K-12 to all students including EL students. These tutoring opportunities will take place between the hours of 7:00 AM - 8:30 AM and 3:30 PM - 7:00 PM. Professional development on strategies to support English Language Learners will be provided to educators throughout the year. EECCS will not limit the enrollment of ELs in any course for which they are eligible.

All ELL students will be assessed annually using the W-APT. Scores are then recorded and maintained in individual student files. Student data will be analyzed to determine if the student continues to qualify for ELL services. If the child meets the proficiency requirements, the student's parents will be notified of the exit requirements and process. Exited ELL students will be monitored quarterly for up to five years through course grades, teacher observations, and attendance. Any ELL student who is showing signs of academic regression or is struggling with new course content can be reevaluated and readmitted (if data supports) to the ESL program. These observations will be placed in student's files.

Executive Education Cyber Charter School will ensure that communication between all parents, teachers, and staff is transparent and timely, including non-native English speaking parents and guardians. The following information will be available to parents in their native language:

- School registration/enrollment procedures
- Identifying/assessing ELL student process
- Description of ESL program

- Right to refuse enrollment
- Student's English proficiency levels and goals for increased proficiency
- Report cards and student assessment results
- Parent/teacher conferences
- EECCS handbook with grievance and discipline procedures
- Permission for activities, trips, etc.

Continual monitoring and self-assessment of the ESL program will be conducted annually by a team of individuals identified upon the commencement of the program. Instructional pedagogy and materials, budgeting, maintaining financial and instructional records, and data collecting and reporting are a few key components that will be reviewed annually.

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

Pedagogy:

Teachers will use varying methodologies to ensure the learner is receiving appropriate instruction. These methods include, but are not limited to, differentiating instruction, personalized learning approach, scaffolding, collaborative learning, project-based and challenge-based question learning, as well as flipping the classroom and gamification. Through the online course content, the teacher will have the ability to embed supplemental subject matter from aforementioned resources to enhance, engage, and increase the rigor of each course he or she teaches.

Teachers will use differentiated learning to provide a more personalized learning approach to engage each learner's unique learning style, whether that be kinesthetic, auditory, or visual. The teacher will have the ability to alter the course's core content so he or she may present it in a way that makes it meaningful for all learners. This may mean offering choice boards to complete assignments, or offering a podcast vs a traditional reading article. By providing students with options that fit their learner profile, the teacher can ensure the content is not simply memorized or heard, but rather understood or analyzed. Personalizing course content will allow for more student engagement resulting in a more in-depth learning experience.

Teachers will teach lessons synchronously using scaffolding to present new and meaningful course content. Scaffolding allows students to be guided to an answer, using the I do, We do, You do method. Teachers will provide concrete examples of correct answers or outcomes to the students. Then the teacher will work with a small group of students, asking questions to steer them towards the right track. Lastly, students will complete a problem on their own, while the teacher monitors their work. This will allow teachers to see who has understood each concept and who needs more guided practice. Scaffolding works well when delivering new content.

Other types of pedagogy will include collaborative learning which can incorporate project-based and challenge-question based instruction. Oftentimes students, teachers, and even administrators underestimate the power of student collaboration to answer a higher-order thinking question. "Tools such as social media, Web 2.0 and 3.0, blogs, and wikis, integrated into project- and problem-based

strategies, provide effective and seamless ways for students to collaborate throughout the learning process and develop team communication, higher-order thinking, and analytical skills” (Greaves et al., 2010). Through the use of break-out style rooms via video conferencing, secured student chat rooms, or even phone or email, students will have the ability to work in small groups to answer a challenge question relating to their core content. In this instance, teachers will act as facilitators guiding them with questions and providing them online resources that may be needed outside their core curriculum. Allowing students to work together will improve 21st century skills such as problem solving, communication, collaboration, accountability, leadership, and responsibility. Skills every student should possess prior to graduation.

Teachers may choose to alter their virtual classrooms by flipping the classroom. This will allow students to (in a sense) preview the material prior to a live synchronous lesson. When students do meet for a live lesson, they will already have background or prior knowledge of the content and therefore the live lesson will be a second form of exposure. The more a student is exposed to content, the more likely he or she will be able to understand and apply it. Flipping the classroom may include watching a video before a live discussion, reading an article prior to coming to class, or engaging in new vocabulary words specific to the course.

Gamification is another way teachers can increase student engagement during virtual learning. The teacher can provide a more fun approach to learning through a question and answer game, by creating virtual breakout rooms, or even a game of Jeopardy to review course content. Students enjoy online gaming, so it is important to use this passion to increase engagement.

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

View **Exhibit B**

Standard school office hours will be from 8:00 AM EST to 4:00 PM EST. However, teachers and/or learning facilitators will be available from 7:00 AM EST to 7:00 PM EST. Due to the nature of an online learning community, coursework and access to email or discussion boards within the LMS can be accessed 24/7 through the duration of the school year.

4. School Accountability

School

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

We recognize that our charter school will be an LEA as well as a nonprofit corporation that conducts operations under the authorization of the Pennsylvania Department of Education. Therefore, our self-assessment and evaluation will develop along several dimensions:

Corporate Compliance, Oversight, Strategic Plan

An independent Board of Trustees shall manage Executive Education Cyber Charter School. If awarded the charter, Gorman & Associates intends to work with the Board to advise the school regarding all finances. Legal matters will be facilitated with the support of Marie K. McConnell with Fitzpatrick Lentz & Bubba.

Executive Education Cyber Charter School will utilize the services of Fitzpatrick Lentz & Bubba, PC as general legal counsel to insure compliance under local, state and federal law.

Executive Education Cyber Charter School's first corporate task shall be to develop a strategic plan for operations and growth, in consultation with a strong management structure. The dominant philosophy of management shall be driven by results and accountability to the Charter School Board of Trustees.

Access and Self-Evaluation

Executive Education Cyber Charter School will also self-evaluate its responsibility, as an LEA, to provide an "Education infrastructure" of school places, buildings and facilities; for ensuring that children and parents have access to supports that help with the virtual education of students. The management team at Executive Cyber Charter School will engage in the following activities:

- Management and implementation of the LEA's asset management plan and capital program;
- The planning and supply of school places, including the preparation of the School Organization Plan and expenditure in relation to the establishment, alteration and discontinuance of schools;
- Admissions processes compliant with local, state and federal law
- Servicing school organization committees and forums;
- Administrative costs involved in the exclusion of pupils from schools, including advice to parents of an excluded pupil;

Core Mission: Resilience = Workforce Readiness

Executive Education Cyber Charter School will regularly self-assess by ensuring its Chief Executive Officer immediately implements initiatives that support the school's mission and reports accurate and current data to the Board of Trustees on a regular basis.

Our mission is to cultivate resilient career and workforce ready or college bound young people mentored by a community of adult leaders, learning facilitators, and role models. While our strategic plan will guide our success in this mission, our immediate self-assessment rubric will be the implementation of strategic partnerships within the business community of the Lehigh Valley, bridging the educational inequities, and creating a student-centered learning environment. The Board of Trustees will monitor EECSS's administration's successes and challenges towards meeting this goal.

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

All employees shall be evaluated in writing according to established standards. As the leader, the CEO will be required to demonstrate that the students are achieving in all areas – academic and non-academic. Academic achievement will be monitored/evaluated in part by results on the prescribed standardized tests that will be administered in the appropriate grade levels.

CEO

The Board of Trustees shall evaluate the CEO annually. This evaluation will be a rubric that incorporates all aspects of an educational leader. The CEO will go over their evaluation with the Board and also submit a self-evaluation.

The CEO's performance shall be evaluated according to the following criteria:

- Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff
- Demonstrating commitment to closing the achievement gap
- Providing for school safety
- Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements
- Assisting administrative and instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals
- Monitoring, assisting, and evaluating effective instruction and assessment practices
- Managing both staff and fiscal resources to support student achievement and legal responsibilities
- Partnering with the school community to promote student learning

Administrators and School Leaders

All Administrators and School Leaders will be evaluated according to the domains described in the Marzano School Leadership Evaluation Model. The purpose of this evaluation tool is to develop effective school administrators, who are equipped with the strategies and tools needed to create an educational environment in which all stakeholders are committed to the common goal of student achievement. Through thoughtful and intentional self-evaluation, school administrators will use this model to identify a personal professional development plan, instill leadership potential in their teachers, and to initiate areas of focused support in and amongst the school and the community. The Marzano School Leadership Evaluation Model examines 24 categories of principal actions across five domains.

- Domain 1: A data-driven focus on student achievement
- Domain 2: Continuous improvement of instruction
- Domain 3: A guaranteed and viable curriculum
- Domain 4: Cooperation and collaboration
- Domain 5: School climate

Instructional Staff

At Executive Education Cyber Charter School, we believe in using multiple measurements in order to accurately evaluate effective teaching and learning. Observations are an integral component in the success of our organization. Observations allow for the objective, systematic, and ongoing collection of data as a means to ensuring an accurate analysis of instruction. The observation process includes the communication between the observer and the teacher about performance and expectations, as well as to support educators in their professional growth.

All instructional staff will be observed according to the performance measures outlined in Danielson's (1996) *Enhancing Professional Practice: A Framework for Teaching* and the Classroom Assessment Scoring System. The Framework consists of 22 components organized into four performance domains: Planning and Preparation, Classroom Environment (classroom management), Instruction, and Professional Responsibilities. Within each domain, there are a number of specific performance components, each of which has one or more elements for a total of 66 elements. We chose Danielson's Framework as our measurement tool because it provides a clear description of what effective teaching is and how to measure it.

All instructional staff will receive informal and formal observations per year, conducted by an administrator or an instructional coach. During the process, the leadership team member will script what occurs during the lesson.

After the observation, the teacher and the observer are expected to reflect independently of one another, matching the evidence from the observation to the criteria listed for each indicator on the rubric as a means of assigning a score for each indicator. They will then have a face-to-face conversation reflecting on the previously taught lesson. After the conversation, and within a timely manner, both the teacher and administrator will meet again, either virtually face-to-face or through a phone call to discuss the ratings. Conferencing connects the instructionally focused accountability to professional growth for each teacher. During the observations, observers analyze the instruction occurring in the virtual classroom. The focus is on the analysis of instruction for the purposes of professional growth. All formal announced observations should include a pre and post-reflective feedback conversation. Since the purpose of observation is instructional growth all formal unannounced observations will include a post-reflective feedback conversation.

However, observing teaching in a virtual world does not always mean you watch how the teacher presents a lesson, but rather how she prepares her virtual classroom for her synchronous or asynchronous teaching. In lieu of traditional "walk-throughs", EECCS will access courses within the LMS to ensure teachers are continuing to provide rigorous instruction in a supportive online environment. An observer whether that be an administrator or peer should note the following when accessing the course on the LMS:

- Presentation of Course Materials: (including font size, heading, icons, organizing files into folders, decluttering the stream or news feed, easy to find or access required assignments for the day or course syllabus, etc)
- Availability and Punctuality of Teacher/Staff: (including synchronous meetings, office hours, and tutoring schedules)
- Contact Methods: (including posting of multiple ways for students and/or parents to reach out to teacher/staff in case of an emergency or if assistance is needed during non-office hours)

- Course Content: (including information about outside resources, course is set-up in manageable chunks, videos are at an appropriate length for the age of the student, current and relevant course material is added to increase engagement or rigor of standardized course, various modes of resources are included to reach all learners)
- Technology Integration: (including ability to link resources, follow copyright laws, and utilize tech tools found within the LMS and beyond to facilitate learning)

In order to provide our students with the skills they will need to succeed and compete in a technological environment, we have a responsibility to ensure that all of our teachers are highly skilled in their knowledge of and ability to teach 21st century skills. The Learning.com's WayFind Teacher Assessment, will assess a teacher's performance against the ISTE NETS-T standards. This assessment will be administered to all instructional staff at the beginning of the year and again in the spring. The results will allow us to highlight areas of reinforcement and provide necessary training and support for the areas of refinement.

The assessment provides psychometrically valid data in reports that show four levels of proficiency with the overall ISTE NETS-T standards, and with each of the five strands:

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessments
- Model Digital-Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

C. How do you plan to hold your school accountable to the parents of the children attending your school?

The Board of Trustees will hold itself publicly accountable

This charter school will ensure that the public and stakeholders have a voice at regularly scheduled open meetings. Board members will receive training on the Sunshine Act, 65 P.S. 271, et seq., Act of July 3, 1986, P.L. 388, as amended (the "Sunshine Act").

Board Members will also comply with the Public Official and Employee Ethics Act, 65 P.S. 401-422 ("Ethics Act").

The Charter School will comply with the Right to Know Law,, 65 P.S. § 67.101, et seq. ("the RTKL"). The charter school has adopted a conflict of interest and ethics policy.

Board training will include but not be limited to the following:

- Board Structure and Responsibilities
- Holding Productive Board Meetings
- Promoting the Mission and Vision of the School
- Engaging in Strategic Planning (utilizing *The Seven Outs* by Brian Carpenter)

- Developing Sound Policy
- Providing Guidance on Legislative and Legal Issues
- Sunshine Law, Public Officials and Employees Ethics Act, and Open Records Law
- Training for Excellence
- Providing Financial Security and Oversight
- Selecting, Reviewing, and Supporting the Administrator
- Building Relationships
- Pitfalls to Avoid

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

Financial Oversight

Executive Education Cyber Charter School has an agreement with Gorman & Associates LLC to audit the school on a yearly basis.

Furthermore, the business manager will present the school's balance sheet, income statement, and the cash flow statement to the administrative team on a monthly basis. The business manager will also present the financial status of the school to the Board. This will allow all members of the administrative team and the Board to have an accurate account regarding the finances at all times.

General Counsel

Executive Education Cyber Charter School plans to retain Fitzpatrick Lentz & Bubba, PC as general counsel.

As general counsel to a number of educational institutions, Fitzpatrick Lentz & Bubba, PC is involved with clients at every level, ranging from helping organizations obtain school charters to buying and selling school real estate.

General Counsel will advise the Board of Trustees regarding all legal and compliance matters.

Additionally, among Executive Education Cyber Charter School's corporate tasks shall be to develop a financial component to be included in our strategic plan for growth, in consultation with Gorman & Associates. The dominant philosophy of management shall be driven by results and accountability to the Executive Education Cyber Charter School Board of Trustees.

In consultation with Gorman & Associates, EECCS plans to engage in the following acts to insure organizational planning and financial stability:

- The development of a comprehensive strategic plan. The strategic plan shall be data driven yet will, holistically, mandate goals for growth, expenditures, community and school improvement.

- The school improvement component of the strategic plan will be publicly available and data driven. The data collected will not merely be survey based, but will include verifiable student progress on prescribed assessments.
- The Board is working diligently to locate a highly qualified Principal and educational leadership team. EECCS believes that a principal should concentrate entirely upon academics, personnel and school improvement. Financial matters shall be delegated to the fiscal officer.
- The CEO shall be accountable to the Board. The CEO will report upon all facets of school life as well as special initiatives at every public Board meeting.
- The Strategic Plan will include benchmarks so that the Board of Trustees can publicly monitor and adjust resources to achieve the goals of the plan.
- EECCS shall create an Academic Curriculum Committee, which shall review and recommend revisions to the curriculum as necessary and recommend educational strategies, establish criteria for the evaluation of faculty and student performance, and establish and implement provisions for the regular assessment of the academic performance of the student body.
- EECCS has created an Administrative Services Committee, which shall establish a disciplinary policy for the school and review and recommend revisions of the disciplinary policy as necessary. This committee will hear, or appoint a hearing examiner to hear, any disciplinary appeals made by the students, with either the committee or the hearing examiner to recommend to the Board final disposition of such appeals.
- EECCS has created an Audit Committee, which shall oversee and review an annual independent audit and make recommendations as needed.
- An annual audit by an independent, Pennsylvania Certified Public Accountant will be conducted.
- The Governing Board and CEO will work collaboratively to ensure compliance with other reporting requirements (i.e., filing of Form 990 and disclosure to authorizers). Policies have been adopted to ensure these reporting requirements are met.

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

The maintenance of school records and the dissemination of information required under the law will be the shared responsibility of students, parents, educators, and the administrator. An electronic record keeping system will be employed, and information on student performance will be made available to parents and other authorized parties via the Internet and printed reports. "PIN Numbers" (Personal Identification Numbers) will be used to control access to information. Data about student achievement of educational goals and objectives will be entered automatically when students pass computerized tests, and will be entered by educators when students demonstrate skill in off-line exhibitions.

Information will be disseminated through the following methods:

- Back to School Night
- Individual meetings by appointment
- Title I Notifications
- Child Find

- Letter to families in their home languages
- Monthly calendar
- Social Media
- Website
- Messenger Service

According to the Executive Education Cyber Charter School Board approved Confidentiality Policy; In accordance with the Family Education Rights and Privacy Act (FERPA), parents have certain rights with respect to student's education records. Parents have the right to an explanation and interpretations of the records, to be provided copies of the records at no expense, and the right to have a representative inspect and review the records. In addition, there will be no expense for additional copies of records made by a parent.

Parents have access to all records, other than those considered to be a staff member's personal records, without impediment. When accessing student information, Executive Education Cyber Charter School will adhere to a policy of protecting students and parents from the release or access to the student information to or by unauthorized sources. EECCS School is required to obtain a parent's permission or consent before it may release any information from the student's education record. Under Federal law, a student receives this right when the student reaches the age of 18.

Information from a student's education record may be released, without consent, to the following parties under the following conditions-state and local authorities within a juvenile justice system, pursuant to Pennsylvania law. If Executive Education Cyber Charter School has reported a crime committed by a student with a disability, the school ensures both that the juvenile-justice authorities are advised that the student is a student with a disability and copies of the special education and disciplinary records of the student are properly transmitted to the juvenile-justice authorities. It is the policy of Executive Education Cyber Charter School that we do not collect, disclose, or use personal information for marketing, sales, or other distribution purposes. We will directly notify parents of this policy at least annually at the start of each school year and after any substantive changes.

A parent has the right to request a hearing to challenge any information contained in the student's education record that is considered potentially useful information. Parents must be offered an opportunity for a hearing. Maintenance and retention of students' educational records will be maintained in paper form for three years after the student has terminated his/her attendance at an Executive Education School. At that point, they may be transferred to electronic media for permanent storage. All records will be destroyed 10 years past a student's 24th birthday. Special education records, Act 26 and Chapter 15 service agreements shall be maintained and will not be destroyed.

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

Enrollment is open to any student who lives in the school district, in our attendance area and who meets the current grade qualifications. Students do not have to be currently enrolled in a public elementary/middle school to gain enrollment into Executive Education Cyber Charter School.

Enrollment sessions are held during which time, all requirements, regulations and expectations are explained. Students and parents complete enrollment forms including Enrollment Notification Form.

Where there are more applicants than available positions, a computer based randomized lottery process will be utilized to create a waiting list for enrollment.

The Chief Executive Officer or designee shall conduct the application process and the lottery with the oversight of the Board of Trustees. Kindergarten students must be 5 years old on or before September 1st.

The selection process is as follows:

Exempted from Lottery: All students currently enrolled and attending Executive Education Cyber Charter School.

Siblings of students currently enrolled and attending Executive Education Cyber Charter School (sibling preference) who have applied for admission provided that there is space available for their admission to the grade applied for. Siblings must be Pennsylvania residents to be eligible for "sibling preference". A sibling lottery will be held in the event there are more siblings applying than seats available in any particular grade.

In the event that the student is found ineligible for admission to the grade applied for and there is no space in the grade they should attend, said student will be placed on the waitlist in the next numerical position available. The waitlist does not assure admission.

The Lottery

The lottery is conducted annually upon a day approved by the Board of Trustees and published to the community. The lottery will include all applications received after a Board determined "cut-off" date.

Conduct of the Lottery

All student names and demographic information will be entered into an electronic database by grade.

A computerized lottery for each grade will generate a waiting list assigning each student a random number.

The new numbers with the corresponding names becomes the lottery list for the new school year.

Notification of Applicants

The database will be used to generate letters to each applicant indicating their status and guidance for completion of the admissions process. Two letters will be created:

- a. Congratulations on Admission

b. Notification of placement on the waitlist.

A sibling shall be defined as one of two or more individuals having one common parent. Letters will be sent to all parents via first class mail.

After the Lottery

Applications received after the lottery will be entered in the database and coded as "Wait List" and assigned the next available "number" by grade. When possible, applications will be entered into the database on the day received by the school.

Student Selection for Vacancies - as soon as a space becomes available in a grade, the next applicant on the Waitlist will be contacted and offered admission in "number" order for the grade.

Orientation

Students and parents also attend an orientation session to familiarize themselves with the operation of the school and all the programs including the attendance program. Executive Education Charter School requests all records for the student including health records, school records, PSSA results, and all IEP documents. Newly enrolled students are added to the school computer network. This system contains information required on the State Child Accounting Reports and the NO Child Left Behind Act.

Enrollment Reporting

Monthly enrollment reports are developed and are the basis of the monthly billing sent to the district via the school computer network. The monthly report includes a summary of new enrollments, withdrawals and special education students.

G. Describe plans to evaluate student performance.

A variety of assessments will be used to provide the school's leadership team and instructional staff with ongoing data so they can make informed instructional decisions. Some data sources include:

PSSA: Once PSSA scores are released by the PDE, all teachers and staff will be able to review the data in professional development sessions. In their Professional Learning Communities, teachers will use the Pennsylvania Value Added Assessment System (PVAAS) to analyze PSSA scores. PVAAS is data that offers an objective and more precise way to measure student progress and the value schools and districts add to students' educational experiences. Our staff will use PVAAS (progress data), in conjunction with achievement data, to develop an instructional plan that will guide every student towards proficiency.

Classroom Diagnostic Tools: The Classroom Diagnostic Tools will provide diagnostic information in order to guide instruction and remediation. The CDT reports are designed to provide a snapshot of how students are performing in relation to the Pennsylvania Assessment

Anchors & Eligible Content and Keystone Assessment. The CDT goes beyond focusing only on what students should know and be able to do at a particular grade and/or course. It also provides a snapshot of how and why students may still be struggling or extending beyond the grade and/or course Eligible Content. At Executive Education Cyber Charter School the CDT will be administered three times per year and up to five times to our at-risk students.

DIBELS: The Dynamic Indicators of Basic Early Literacy Skills© (DIBELS) assessments are short (one minute) probes that measure the acquisition of early literacy skills. Through research and recommendations and results, DIBELS has become a reliable and valid indicator of early literacy development. Results from these early literacy skills assessments will give insightful views to teachers concerning the needs of their students.

STAR: Computerized assessments that adapt to students' abilities provide insightful data to teachers and administrators alike. Teachers can analyze STAR data to gain knowledge about their students' academic abilities as they prepare for instruction. STAR assessments are given roughly 3-4 times per year and can give reasonable projections of students' scores on state assessments. EECCS will use STAR data to provide remedial instruction to students who have been identified as below proficient in the areas of math and reading.

Daily Classroom Assessments: Formative assessments are used in all lessons and are directly aligned to the learning goals for the day. In order for students to clearly understand the learning expectations the criteria for a proficient response is made clear at the beginning of each lesson. The criteria for meeting proficiency is determined by grade level content, state standards and eligible content.

Unit Classroom Assessments: Unit assessments are used to assess students' mastery of the content in each course of study. These assessments will be created by the teachers or provided through approved coursework in APEX Learning or other approved curriculum materials and will be aligned to the Pennsylvania State Standards.

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

At the onset of each school year, teachers will analyze the data from their previous classes in order to set personal instructional goals. Next, they will analyze the data for their incoming students in order to develop appropriate instructional goals for these students. The leadership team analyzes school wide results and develops school goals that will guide students towards meeting the state performance expectations.

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

Continuously, throughout the school year, benchmark results will be analyzed by both the teachers and the leadership team in order to monitor the progression towards these goals. The testing and assessment calendar will be facilitated as follows:

Assessment	Administration Dates
STAR Benchmarks Quarterly (Grades 3-8)	Assessment window: <ul style="list-style-type: none"> • August 2, 2021 - August 13, 2021 • October 18, 2021 - October 29, 2021 • January 31, 2022 - February 11, 2022 • May 31, 2022 - June 10, 2022
Diebels K-4	<ul style="list-style-type: none"> • Assessment window: • August 2, 2021 - August 13, 2021 • October 18, 2021 - October 29, 2021 • January 31, 2022 - February 11, 2022 • May 31, 2022 - June 10, 2022
Classroom Assessments (K-12)	<ul style="list-style-type: none"> • Minimum 3 times/year • On-going as needed to monitor progress
ACCESS For ELLs Grades K - 8	TBD

PSSA Testing Window 2021-2022

Assessment	Dates	Grades
English Language Arts	April 25-29, 2022	Grades 3-8
Mathematics, Science and Make-ups	May 2-13, 2022	Grades 3-8

Testing Window for the Keystone Exams 2021-2022

Time of Year	Date
Winter Wave 1	December 1-15, 2021
Winter Wave 2	January 3-14, 2022
Spring	May 16-27, 2022
Summer	July 25-29, 2022

This data is collected by the teachers and analyzed by the leadership team to identify trends that will help guide professional development opportunities and coaching for teachers. The data is individually shared with students and parents as a means to assist them in setting personal goals.

5. School Community

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

Executive Education Cyber Charter School has created partnerships with multiple businesses, universities and community organizations to provide students unique educational experiences. Business relationships are used to provide students insight to career clusters. Our business partners provide mentorship opportunities for students and also assemblies to inform students of the relative career cluster. Colleges and universities, allow our students to engage in virtual and in-person tours of campuses. These experiences are invaluable to our students as we attempt to create a post-secondary education plan. Lastly, community organizations provide students and families with the opportunity to participate in regular field trips and outings facilitated by EECCS staff.

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

At Executive Education Cyber Charter School, parental involvement will not only be invited; it will be expected. We believe that students learn best when the community in which they reside and stakeholders engage and participate in their learning. EECCS believes maximum parental/guardian involvement is critical to our success. To that end, there will always be at least one parent or guardian who serves on the Board of Trustees.

Additionally, we will ask each parent to enter into a "Values Promise" with Executive Education Cyber, which includes, but is not limited to the following value based contexts:

Environment

- Insist that your child is kempt and dressed in compliance with school rules of sanitation and safety as to not disrupt your child's online learning environment.
- Ensure that your child is up-to-date with vaccinations as per CDC guidelines and in good health, as much as plausible.
- Support school officials and teachers in maintaining a safe and orderly online school environment, free of disruptions, which may interfere with learning and teaching.
- Ensure that your child understands all other school rules and policies stated in this Code of Student Conduct.

Education

- Help support education for children as provided by applicable federal, state and local statutes, without regard to race, religion, sex, creed, ability to pay, national origin, disability or intellectual ability.
- Make sure that your child's attendance and connectivity at school is regular and punctual.

- Instill in your child the desire to learn.
- Become acquainted with your child's school, staff, curriculum and activities.
- Ensure that your child has the necessary materials and supplies for classes and activities.
- Ensure that your child has a quiet and proper place to study at home.

Respect

- Guide your child, from the earliest years of his or her life, to develop socially acceptable standards, to exercise self-control and to be accountable for his or her actions.
- Teach your child, by word or example, respect for the law, for the authority of the school and for the rights and property of others.
- Know and understand the rules your child is expected to observe at school. Be aware of the consequences for violation of these rules, and accept legal responsibility for your child's actions.
- Encourage your child to respect honest work and develop an interest in exploring broader fields of knowledge.
- Help your child understand and respect the purposes of schooling, learning and teaching.

Participation

- Parents will be willing to attempt to meet a minimum of four (4) hours per month of service work.
- Request and attend parent-teacher conferences.
- Attend school functions and activities with your child.
- Volunteer for at least one (1) school function each year.

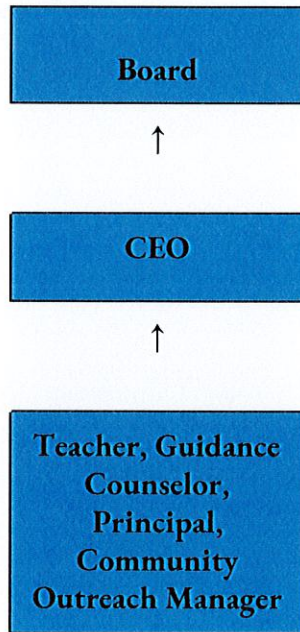
Expression

- Encourage your child to conduct him or herself in an acceptable manner.
- Encourage your child to not make obscene gestures or libelous, racist or sexist statements or to use intimidating tactics toward others.
- Encourage your child to not interfere with the educational progress of others or the educational program through his or her use of inappropriate verbal or non-verbal expressions.
- Encourage your child to dress appropriately so that his or her appearance will not disrupt the educational process or activities.

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

The success of Executive Education Cyber Charter School will be due in part to positive, open communication between parents, teachers, and students. In order to maintain this positive learning environment, we need to work together to communicate successes and concerns in a responsible and respectful manner. This can be done through email, by scheduling a conference, or by phone. Each family is assigned to a learning facilitator, a community service manager, and a counselor. The community service manager will be readily available by phone and or email. If possible, it is best to

begin the communication process in person. If the parent is not satisfied with the response, then they are encouraged to take the complaint to the next administrator and follow the school chain of command, which is shown below.



6. Extracurricular Activities (athletics, publications and organizations)

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

Our mission is that our school becomes a community center for children and their families. If we can keep children busy, and involved in educational activities that spur character development, they grow, avoiding pitfalls and developing the right habits. To that end, our strategic plan will include provisions regarding using our resources to keep our school open and active: a safe harbor for education, growth and healthy socialization through virtual clubs and/or quarterly events for students in varying regions of the state.

Our after school programs will be designed in accordance with the Eight Elements of Effective Practice for Youth Programs as identified and outlined by the United Way. The goal of each program will be to foster academic and positive youth development outcomes in each participant. The eight strategies are:

- **Academic Enrichment**- increase academic achievement and confidence through hands-on learning, and the encouragement of creativity, engagement and personal growth
- **Arts (visual, performing and media)** - provide a constructive outlet for students to express themselves as they discover and develop their artistic talents and the appreciation for the talents of others

- **Civic Engagement and Leadership**- seeks to promote civic awareness and responsibility by involving youth meaningfully in the community and in democratic systems -students are empowered to become agents of social change
- **Employability**- to prepare youth for jobs and careers in the future with a focus on the “soft skills” critical for the workplace (i.e. personal responsibility, cooperation, communication skills, work ethic and workplace etiquette.)
- **Life Skills**- help youth build character and the values necessary for productive relationships -topics include relevant subjects (i.e. finance, nutrition, drug awareness and college admissions or job applications.)
- **Mentoring**- establishes relationships with a mentor from the community that will focus on the exploration of academic, career or life goals
- **Recreation and Sports**- involves youth in structured physical activities intended to promote healthy habits, team building and social skills
- **Skill Development**- will help older youth develop the skills and technical expertise necessary for jobs and careers - through workshops, apprenticeships and internships students will gain the expertise and experience to help them become successful, working adults in the vocations of their choice

Planning and collaboration with our community partners is a crucial component for the success of our youth development programs.

Executive Education Cyber Charter School extracurricular activities will enhance the school's academic curriculum and the students' educational experience. This will help develop well-rounded individuals, and teach students soft skills that are important for individual success in their professional lives.

Because the mission of Executive Education Cyber Charter School is to develop future business leaders and career ready students in the Commonwealth of Pennsylvania, we have partnered or plan on partnering with the following organizations. Some of these organizations allow students to compete in the business arena at a national Level.

- Future Business Leaders of America-Phi Beta Lambda
- Lehigh Valley Chamber of Commerce
- Latino Chamber of Commerce
- Business Professionals of America
- DECA
- Career Links
- Faces International

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

We plan to gauge student interest at the beginning of the year. This will support administration in developing clubs for students of the school. If the student wants to participate in an activity that is not

currently offered, then they can attend activities at their home school. According to legislation, “...no school district of residence shall prohibit a student of a charter school from participating in any extracurricular activities.”

7. Technology Support

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

Executive Education Cyber will deliver a significant portion of our curriculum online using our LMS, Blackboard Unite. Blackboard Unite allows uploads of teacher created lessons as well as coursework provided by 3rd-party vendors. Students will access Blackboard Unite daily to receive announcements through their news feed, as well as any messages left by teachers or peers. Courses within Blackboard are organized and readily available through the customizable student homepage. This customization allows EECCS to ensure high priority information is disseminated to students immediately following login. Our learning management system also provides built-in video conferencing software. This secure way of delivering synchronous lessons to students will be an integral part of our learning model. Students in K-2 will have lessons delivered by certified teachers live in the comfort of their own home or workspace. Students in grades K-2 will have access to online sound, video, and book libraries through Amplify’s CKLA program. However, printed workbooks will be mailed to students in grades K-2, because it is important that every child gets the opportunity to practice reading printed material and learning how to write with a pencil on paper. Just like students in grades K-2, students in grades 3-5 will have access to video, game, and book libraries through Amplify’s CKLA program that will enhance their synchronous and asynchronous learning experience.

Blackboard Unite will also offer a mass notification software in which the students, parents, teachers, and staff will receive pertinent information regarding updated policies, changes in the school calendar, or new extracurricular activities provided to students. This integration will streamline EECCS’s way to effectively communicate with everyone within our school program.

Coursework provided by Apex Learning will be delivered online as well for grades 6-12. Apex Learning courses are easy to manage by teachers and easy to navigate by students. Students login to their coursework which is located on one dashboard. From this initial login, students can access their courses and begin to work on the lessons that the teacher has assigned. Prior to beginning a lesson, students will be given a general overview of each unit in each course and objectives for the unit lesson. Students navigate through the screens to engage with interactive activities, including drag & drop, rearranging or ordering activities, and videos. There are multiple opportunities for teachers to check for understanding through embedded questions within the course. Quizzes and tests are also provided within Apex and are rigorous and aligned to state standards. Students will not be able to move on

within the course until they pass the quizzes with a predetermined score (i.e. 60% or higher) set by the teacher and/or administration. Teachers will be able to see which students are struggling and apply remediation immediately through Apex Learning and Blackboard Unite. Apex Learning also has downloadable worksheets for students, such as a study guide or key terms that can be printed, converted into Google Docs, or written on through the use of the Kami© application. Below is an example of coursework provided through Apex Learning©.

Students will use the internet primarily for all coursework across all grade levels. However additional requirements for certain courses including, lab manuals, scientific calculators, or novels may be needed depending on the course the student is currently enrolled in.

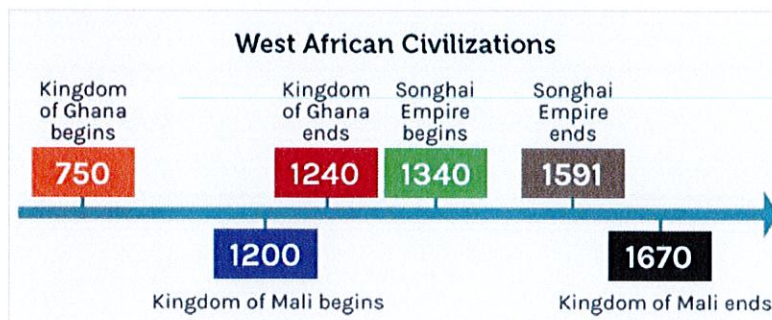
B. Describe how you will improve student achievement through effective uses of technology.

Technology integration within school districts across Pennsylvania has been increasing over the past decade. 1:1 implementation has been sought by countless school districts, but overall achievement of reading and math scores has remained stagnant. According to statistics, the increase of proficient and/or advanced students in the area of English Language Arts from 2015-2019 has increased from 60%-61%, a mere 1% increase. It is unmistakably clear that a change is needed to increase proficiency in reading amongst our third through eighth graders. Similar to the limited progress made in the area of ELA, students showed an increase of only 2% in math according to the Math PSSA statistics from 2015-2019. More than half of our students in grades 3-8 across the state of Pennsylvania are below level in the area of mathematics. Executive Education Cyber will embrace these meager results and implement strategies to increase areas of proficiency in reading and mathematics. A strong phonics foundational program found in Amplify's CKLA will support phonemic as well as phonological awareness through their online videos and interactive multimedia activities. Students in grades 3-5 will receive grade-level instruction, but also be provided with interventions through the complete CKLA program to refine areas that need improvement. The built-in online intervention piece provides an opportunity for students to engage with much needed foundational skills through a gaming experience.

1.1.1 Study: Thinking Chronologically

Check Your Understanding

The events on a **timeline** appear in **chronological order**. Historians create and interpret timelines to get a better understanding of the past.



There are countless programs available to students and plenty of online curriculums that promote best practices and claim to increase student achievement across all grade levels. Executive Education Cyber is aware of the multitude of resources and through research and unbiased decisions has made an educated decision about what is best needed for students in the Commonwealth of Pennsylvania. Here are the key components of our online program that will increase student achievement that can be seen in assessments and data in years to come:

1. Ease of use - students need to focus on their academics, not navigating an out-of-date LMS or lack thereof; streamlining the logging in and viewing courses & materials process will save instructional time better spent in the classroom or on coursework
2. Personalized or individualized plan - each student enrolled at EECCS will have opportunities to progress through lessons at a speed that works for them, within parameters set forth by their teachers; built in pre assessments will place students accordingly within various programs, allowing those who need remediation to have access to a plethora of activities
3. Individual tutoring through Learning Facilitators - students will have opportunities to schedule tutoring hours between 7:00 AM and 7:00 PM M-F to ensure achievement & success
4. Responsive Group Guidance (R.G.G.) - students will meet daily with peers and mentors/leaders to discuss and address 21st century soft skills needed prior to graduation
5. Synchronous and asynchronous instruction - EECCS realizes teachers are irreplaceable, so classes (especially the younger grades) will integrate video conferencing software to enable meaningful and authentic interaction between teachers and students

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

Technical support will be available to our families when needed. Our LMS, Blackboard Unite, offers support through their website that helps parents and students with simple activities such as logging in or even submitting an assignment. Their search process allows students to find information they may need quickly and efficiently. Executive Education Cyber Charter School will provide technical support 24/7 through qualified specialists that will be able to assist families with troubleshooting device issues, as well as internet, or LMS difficulties. Students and/or parents will be able to submit a troubleshooting ticket via the LMS or our website. This streamlined process will ensure the tickets are being looked at in order of which they are received, so students will not lose instructional time due to internet or device issues.

II. Needs Assessment

1. Statement of Need

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

Charter schools were developed to empower educators and allow them to deliver instruction in a way that works best for them and their students. The exchange for this 'freedom' is a higher achievement by students who would historically be less proficient than more advantaged peers. According to the

2019 State of Education report, 133,000 students were enrolled in a charter school in Pennsylvania, with over 33,000 of these students enrolled in a Cyber Charter School. Parents in Pennsylvania want options in terms of educational opportunities for their children. Executive Education Cyber Charter School will provide these parents with a practical learning solution to fulfill their needs.

Teachers in the Commonwealth of Pennsylvania are always concerned about students' safety as well as their education. Executive Education Cyber Charter School will provide students with a safe learning environment, free from negative peer interaction and students who violate the law.

Children come to school with varying backgrounds and learning styles. Not every child learns best in a group setting constricted by four walls and a predetermined schedule. So, along with an engaging learning atmosphere, EECCS will provide customizable instruction and courses for each student. Allowing students to have a say in their learning and future, whether that be career and workforce ready, college prep, or entrepreneurship, is paramount to each students' success. EECCS will provide students with a 3-track option, focusing on business education all while preparing them for life after graduation.

Every parent, teacher, administrator, and district personnel want to see students succeed. Many times we associate success with test scores, especially the PSSAs and Keystone. According to data compiled for the 2018-2019 school year, only 42% of students scored proficient or advanced on the Math PSSAs within the Commonwealth of Pennsylvania. Students in Pennsylvania did score higher in the area of Reading with an overall average of 61% scoring in the proficient or advanced range. Executive Education Cyber Charter School will increase student achievement by providing every student with rigorous courses, flexibility of online learning, constant structure, and a year-round schedule. Key elements a traditional school is missing.

Since the pandemic began in March of 2020, students have faced unprecedented disruptions in their daily lives. Executive Education Cyber Charter School will alleviate these disruptions and all future unforeseen epidemics by providing continuous schooling and education for all students enrolled.

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

Executive Education Cyber Charter School will meet the needs of these aforementioned students by providing a flexible online learning space managed through a secure learning management system. Since safety is a key component with regards to learning, EECCS will maintain a positive and respectful school culture which will promote student learning. A survey conducted by youthtruthsurvey.org found that "while 66 percent of students feel safe in their classes, only 59 percent say they feel safe at school in general". According to Maslow, individuals need to feel safe and secure, a basic need, prior to achieving their fullest potential. EECCS wants to provide every student with a safe learning environment where they can pursue their passions and engage in our unique 3-track model of career readiness, college prep, or entrepreneurship education. By partnering with organizations and businesses within the Commonwealth of Pennsylvania, Executive Education Cyber Charter School can target this concern.

The customizable instruction provided by Executive Education Cyber Charter School will be an effective tool to contend with the diverse learning styles of students. With an abundant amount of courses now being offered online, students will have a highly unique customizable plan to fit their needs. EECCS will also benefit students choosing to pursue a college degree post high school, by exposing them to the structure of an online course, something most (if not all) colleges in the state of Pennsylvania and the United States have implemented in recent years. Students graduating from a cyber charter school will have an advantage over their peers graduating from a brick and mortar school.

EECCS can challenge and engage students in a way that is more difficult for a brick and mortar public school. Our unique approach to incorporate learning facilitators designated to each individual student as well as having a personal learning coach in the home, will enable Executive Education Cyber to discover what motivates each student to strive to do their best each and every day.

2. School Demographics

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

Enrollment Projections:

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	20	30	36	44	52
1st Grade	20	30	36	43	52
2nd Grade	20	30	36	43	52
3rd Grade	20	27	36	43	52
4th Grade	20	27	36	43	52
5th Grade	20	27	35	43	50
6th Grade	20	27	35	43	50
7th Grade	20	27	35	43	50
8th Grade	20	27	35	43	50
9th Grade	20	27	35	43	50
11th Grade	20	27	35	43	50

12th Grade	20	27	35	43	50
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Executive Education Cyber Charter School will enroll kindergarten students based on the age requirements of the sending school district. As per the enactment of Act 16, a child in the state of Pennsylvania must be enrolled “no later than 6 years of age until the child reaches 18 years of age” or upon graduation whichever comes first. 24.P.S. §13-1326

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

The administrative office will be located on the east side of Allentown on Union Blvd, a main thoroughfare that connects the east side of the city to the west. The community is very diverse and would provide a disparate student population for Executive Education Cyber Charter School. The building is located in a commercial district, but is closely surrounded in all directions by residential neighborhoods. Several key business partners are also connected to the building, and provide comprehensive services that are aligned to the mission of Executive Education Cyber Charter School.

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

This location was chosen because of the space that is available at 555 Union Blvd. There is enough leasable space for administrative offices and student support areas. The location also has key business partnerships within the same building. The building is world class and can be obtained for a fair market value. This will allow for more allocation of resources to students and future projects.

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

The entire state of Pennsylvania’s student demographics were taken into consideration during the planning process. The three most common languages spoken other than English include Spanish, Chinese (Mandarin), and Yiddish or Pennsylvania Dutch. Pennsylvania has an ESOL average well below that of the national average, however a well-defined plan to offer ELL instruction is included in this charter application. Pennsylvania does have a higher than average rate of students needing special education services. These needs were taken into consideration when planning for the special education curriculum. Another noteworthy statistic to mention is the average enrollment in charter schools in Pennsylvania is above the national average by over 2%. Below is a breakdown of student demographics for the Commonwealth of Pennsylvania.

Student Demographics	
ESOL - 3.6% compared to the National Average of 10.1%	Asian - 4%

IEPs - 16% compared to the National Average of 14%	Black - 15%
F/R lunch - 54 % compared to the National Average of 52%	Hispanic - 13%
Students living in Poverty - 17%	White - 64%
Charter School Enrollment - 8% compared to the National Average of 6%	Multi Racial - 4%

Data contrived from the National Center for Education Statistics: <https://nces.ed.gov/>;
<https://penndata.hbg.psu.edu/Public-Reporting/Statistical-Summary>; <http://thecaap.org>; <http://education.pa.gov>

3. District Relations/Evidence of Support

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

Executive Education Cyber Charter School is currently pre-enrolling students and continues to pre-enroll students on a daily basis. Under the guidance of Luiz Garcia a comprehensive plan to engage families in markets around the commonwealth is underway. Currently we have 458 signatures of support, 5 founding parents, 5 founding teachers, numerous business and organizations. Please see **Exhibit D**

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

The Founders have sent letters to school districts within the Commonwealth to notify them of the intent to submit an application. The letter also invites school districts to collaborate with EECCS. Some of the Founders have worked throughout the commonwealth of Pennsylvania and plan on utilizing their professional relationships to support enrollment. Please view **Exhibit C** for letters sent to school districts.

C. What efforts will be implemented to maintain a collaborative relationship with school districts?

One of the principles of the Carnegie Corporation of New York is to remain porous and connected through partnerships, access to community resources, and knowledge sharing with other schools. Charter schools such as Executive Education Cyber Charter School, are perfect vehicles to test new ideas and practices. This results in a shared benefit for school districts we plan to serve. Through collaboration and partnership, Executive Education Cyber Charter School can share positive results with school districts. We commit to participate in knowledge sharing with school districts, so that we can implement best practices, and share effective strategies with us. We currently have the following to share with school districts:

Management

- Leadership Grid
- Effective Organization Communication
- Molecular Structure
- Crisis Intervention

Student Culture

- School Wide Behavior Plan
- Assembly, rewards, recognition
- Responsive Group Guidance
- Force Field Analysis
- Student Ownership & Restorative Process
- De-escalation and Crisis Management

Academics

- Instructional Rubric
 - Using data from observations to design focused professional development/coaching
 - Inter-rater Reliability among evaluators
 - Developing Post Conference Plans
- Field Testing Student Centered Strategies (year 2)
 - Student Centered vs. Teacher Centered Strategies
 - Using Data to Identify Field Testing Strategies
 - Monitoring Implementation of Field Tested Strategies
- Coaching
 - Creating/Monitoring Coaching Plans
 - Analyzing Benchmark Data to Monitor Student Progress
 - Analyzing Benchmark Data to Identify Professional Development Needs
 - Reflective Journals
 - How to use a Reflective Journal for Professional Growth
 - Using Teachers Reflections to inform coaching/PD needs

Moreover, EECCS understands that communication with the school districts it serves is paramount. EECCS will communicate enrollment data and cooperate with school districts. Our intent is to have a working relationship built on trust and communication.

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

Specific Community Support

The table below and the attachments in this application demonstrate the vast amount of community support behind Executive Education Cyber Charter School

Name	Organization	Stance
The NB Center	Museum	SUPPORTIVE
America On Wheels	Museum	SUPPORTIVE
Financial Literacy Center	Community Organization	SUPPORTIVE
Zero to Infinity	Community Organization	SUPPORTIVE
Pennsylvania Coalition of Public Charter Schools	Community Organization	SUPPORTIVE
City Limits Assembly	Community Organization	SUPPORTIVE
Moore Family Holdings	Business	SUPPORTIVE
End Game Marketing	Business	SUPPORTIVE
Service One Enterprizes	Business	SUPPORTIVE
Tracy Becker Construction	Business	SUPPORTIVE
Tools for Success	Business	SUPPORTIVE
Progressive Realty	Business	SUPPORTIVE
Dual Temp	Business	SUPPORTIVE
JAMF	Business	SUPPORTIVE
Gio Effect	Business	SUPPORTIVE
Dale Carnegie	Business	SUPPORTIVE
My Sourceconnect	Business	SUPPORTIVE
AW Driving School	Business	SUPPORTIVE
Yurconic	Business	SUPPORTIVE
Grace Technology	Business	SUPPORTIVE
Clear Color Entertainment	Business	SUPPORTIVE
Eastern Time	Business	SUPPORTIVE
Delaware Valley University	University	SUPPORTIVE

East Stroudsburg University	University	SUPPORTIVE
Gorman & Associates	Accountant (other)	SUPPORTIVE
Fitzpatrick, Lentz & Bubba	Attorney (other)	SUPPORTIVE

Exhibit D includes all letters of support

III. Governance

1. Profile of Founding Coalition

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

Founding Board Members

Board members were engaged to fill a specific need and skill set for the administrative team to utilize. It was determined that school operations, IT and community support were much needed areas of support. As a result, the following board members were solicited to help the administrative team with the design of the school:

Richard Gear M Ed (School Operations) - President: Rich has worked with the at-risk community for most of his professional career. He holds a Bachelor degree in Criminal Justice as well as a Masters degree in Educational Leadership. Rich also holds a provisional K-12 principal certification in the state of Pennsylvania. Included in his educational accomplishments, he has attended numerous trainings to support his role in the education field. These trainings include Leadership Grid, Boys Town Safe Schools Program and Specialized Classroom Management, Handle With Care Crisis Intervention Program and International Institute for Restorative Practices.

Rich started his career working at Foundations Behavioral Health located in Doylestown, PA as a Mental Health Technician. This position helped develop a need for Rich to support the most at-risk children within our community and provide not only a therapeutic environment for those individuals but also gave him the foundation of understanding how to develop a culture through behavioral strategies. Rich was unaware, at this time, of his desire and need to work with our most vulnerable youth, so he worked in the office of a Pennsylvania State Senator as a District Representative. While working in the PA Senate, he was able to hone the skills needed to grow his career into a school administrator. He then accepted a position working with Camelot Schools of PA as a teacher, lead teacher and team leader. While working at Camelot, he was able to provide support and feedback to the residential side of the company with observations of their Chicago facilities.

Rich accepted a position of team leader at Success Schools. This position lasted one year before being promoted to program director. During that first year, Rich was instrumental in providing social and

emotional growth for the schools emotional support population without issuing punitive consequences. As Program Director, he was able to continue this work while supporting the turn-around and start up of six additional schools in Pittsburgh PA, Philadelphia, PA, Harrisburg, PA, York, PA, Richmond, VA and Washington DC.

In 2014, Rich accepted a position with Memphis Street Academy Charter School as a team leader. In this role, he was instrumental in reducing suspensions by over 700 incidents. Two years later he was promoted to Director of Climate and Culture where he continued to drop suspensions by over 15% each of the following two years as well as increasing student daily attendance. During this time, the school increased the academic growth exponentially each of his four years while working with the students and staff at the school.

Currently, Rich is employed with a charter school in Philadelphia where he serves as the Head of Culture and Climate across the network of schools. This charter school serves students from multiple zip codes within the City of Philadelphia and has recently expanded its second location and opened a third location serving more than 4,000 students. He is working to build the capacity of staff and administrators in his philosophy of restorative interventions to support the whole child during their educational journey.

Shera Mula MBA (Information Technology) - Treasurer: Shera has been in the IT industry predominantly focused in the clinical research and pharmaceutical industries beginning in 1994 while completing his International Business and Finance degree at Drexel University and University of Pennsylvania. He went on to complete his Microsoft Certified Professional and Microsoft Certified Systems Engineering certification from the Berkeley Institute of Technology.

Traveling extensively, Shera was the Global Manager of IT for the Covalent Group in King of Prussia, Pa and then was promoted to Director of IT for Encorium Group. During that time, Shera was tasked with and successfully accomplished the design and build of several data centers to support operations in Rome, London, Germany and Paris. He was promoted to Chief Information Officer of global operations in 2006 and served on their Board of Directors.

In 2010, Shera joined Engel Holdings, specifically as the VP of IT for AIM Holdings based in Woodbury, NY as the Senior VP of IT. His primary responsibilities included mergers and acquisition of various US and Canadian based corporations rooted in on-line educational resources serving underprivileged communities in Thailand and Africa and was the co-founder of nonprofits serving orphanages in Thailand and Burmese refugees.

In 2004, Shera moved to the Lehigh Valley continuing these endeavors until 2010 when he established World Text Solutions, LLC. A company designed to serve communications between companies conducting clinical trials and subjects. World Text provided local telephony access to over 300,000 patients in 32 countries. In 2012, Service One Enterprises, LLC was founded with the goal of building IT and professional services using local resources in the Lehigh Valley. In 2014, Shera contracted with charters schools and was tasked with the design and implementation of providing network and telephony services and managing information technology from physical and logical security to end user support.

Luiz Garcia (Community Support) - Secretary: Luiz started working at the age of 14 at Rita's Italian Ice in Allentown. At the age of 19, he received his first leadership position, becoming the manager at the same Rita's Italian Ice store. He attended William Allen High School, where he played varsity basketball for three years for current head coach Doug Snyder. After graduating, one of his co-workers spoke to him about joining the military, and after discussing it with his parents, Luiz decided to join the United States Navy. Enlisting in August, 2001, just days before the tragic events of 9/11, he entered the Navy's delayed entry program in Allentown PA. Upon completing boot camp as the top fitness performer in his class, he was assigned to the USS Trenton LPD-14 as an Engineer. He arrived at his first Command in December, 2001, thoroughly motivated and excited about his new career. He quickly qualified as messenger of the watch, boiler tech, and cold iron watch, and in 2002, he completed a Mediterranean Cruise with the USS Trenton, which took him to several foreign countries. He would receive his first Navy Achievement Medal during his tour on the USS Trenton for his work in #1 MMR boiler space operations, and he went on to receive four more Navy Achievement Medals and many accolades for his dedication and performance.

Luiz then decided he wanted to become a military police officer, thus embarking upon his Law Enforcement career. Working during his off time with the Chief Master at Arms of the ship, he soon completed the program and received a letter of recommendation from the Chief to go to the Navy Police Academy. Upon graduating from the U.S. Naval Military Police Academy, he made rank and received his first set of Crows as a 3rd Class Petty Officer. He continued his Navy career at his 2nd Command — Sewell's Point Police Precinct, in Norfolk, Virginia — where he became a patrolman and guard sentry.

After excelling in the Navy and completing his five-year active service enlistment with an Honorable discharge in 2006, he decided to continue his military career and join the Navy Reserve. As a reservist, Luiz worked at Little Creek Police Department located on Little Creek Fort Story Naval base in Norfolk, VA. (He also was deployed in 2008 to Iraq, where he would receive an Army Achievement Medal and Army Commendation Medal for his leadership shown in Camp Bucca, Iraq.) After becoming the Leading Petty Officer of his unit as a 2nd Class Petty Officer, Luiz was not satisfied to stay in just one unit. He interviewed in 2010 to become part of the Naval Criminal Investigative Service (NCIS), and he successfully completed all aspects of the interview and credential phase, receiving an invitation to become an NCIS investigator for the U.S. Navy. During his time at NCIS, Luiz held leadership positions, and he is currently assigned to NCIS DC headquarters. During his tenure at NCIS Luiz, received Sailor of the Year and three Navy Achievement Medals for his work on high-profile criminal cases. Assigned to the Special Victims Unit, Luiz provided direct investigative support to Special Agents during their investigations.

Luiz has also proven himself in his civilian career as a Police Officer. To this day, he is always the first one to volunteer for extra assignments, often taking the toughest area operations. He became a civilian police officer in June, 2006, first serving with the Norfolk Police Department in its Uniform Patrol Division. After several years with the Norfolk PD, he decided that he wanted to continue his career closer to his hometown so that he and his wife and children could be closer to the rest of his family back in Allentown, Pennsylvania. Luiz completed his Pennsylvania State Law Enforcement Certification in Reading, PA, where he served as Police Officer for a short period of time. In 2013 he had the fortunate honor to be hired by the Allentown Police Department in his hometown. He has

served as a police officer with APD for the past seven years, assigned first to the Uniform Patrol Division and then promoted to Detective.

Luiz continues to devote himself by dedicating himself to his community, nurturing the same sense of public service that his parents instilled in him as a child in Allentown. While serving in his military and civilian careers, Luiz completed his College Degree in Criminal Justice from St. Leo University and has continued his education at Southern New Hampshire with a concentration in Leadership and Police Administration. Luiz continues to tell his story wherever he can, and he has taken a pledge upon himself to try to inspire young people by teaching them the lesson that circumstance can be defeated by envisioning success every day of your life! Luiz is a proven community leader with aspirations of leading his hometown in the future!

Founders

Stephen Flavell M. Ed - Steve has been working with at-risk students his entire professional career. He holds a Bachelor degree in Secondary Education and a Masters degree in Educational Leadership. He is certified in the Commonwealth of Pennsylvania as a Business, Computers, and Information Technology K-12 Teacher. He also completed course work for a superintendent letter of eligibility. Furthermore, he has completed numerous trainings in the fields of alternative education, management, crisis intervention, student services, social skills and coping skills, and organizational culture and development. Specifically, Steve has completed intensive training in Leadership Grid, Boys Town Safe School Program, Pennsylvania's Student Assistance Program and Handle With Care Crisis Intervention Program.

Steve began his career working at Foundations Behavioral Health, in the capacity of Mental Health Technician in Doylestown, PA. This experience was impactful, as he developed a thorough understanding of behavior, and the importance of a therapeutic environment. He then worked with Camelot Schools in the capacity of teacher, lead teacher, team leader, and managing director. While working at Camelot he was influential in implementing residential and alternative education programs in Philadelphia PA, Camden NJ, and Wichita KS. While working in Kansas, Steve facilitated the transformation of a psychiatric residential facility. He ensured that the facility was in compliance with all regulatory bodies.

Steve next moved on to Success Schools. As the Chief School Administrator for Success Schools. He supervised all of the company's operations, which included 150 staff and over 1500 students. Steve was responsible for quality management, training, facility management, budgets and other operational duties. He also designed, created, and presented materials to the Pittsburgh Public Schools and Lincoln Public Schools in Nebraska. Steve designed a training curriculum for Pittsburgh that was delivered to Pittsburgh Public Schools Superintendent, Superintendent's cabinet, and district administration. Furthermore, he has observed and provided Lincoln Public Schools with a school wide behavior plan to implement for their emotional support and emotionally disturbed populations. Success Schools maintained sites in Richmond VA, Philadelphia PA, Harrisburg PA, York PA, and Pittsburgh PA.

Steve was also an independent consultant for Memphis Street Academy which is an American Paradigm School, located in Philadelphia, PA. While working with Memphis Street Academy, Steve implemented a school-wide behavior plan. This resulted in a 79% reduction in suspensions and increased overall average daily attendance.

In 2013, Steve co-founded Executive Education Academy Charter School (EEACS). He serves as the school's Chief Operations Officer EEACS is a K-12 public charter school that serves students from the Lehigh Valley. The school has a career and workforce ready focus. Steve also supports Pittsburgh Public Schools with developing consulting services for its alternative education populations. Steve has facilitated trainings for numerous public and private entities, and was a presenter at the 2012 National Alternative Education Conference.

Melissa Quinn M. Ed - Teaching has always been a passion for Melissa and she knew education was one of the single most important aspects in a person's life. With an undergraduate degree in Elementary Education from Shippensburg University, Melissa began her career as a substitute teacher in the Lehigh Valley. In 2011 she accepted a job offer to teach in a rural K-8 school in Elloree, South Carolina. Up for the challenge, Melissa worked diligently with her fifth grade students to increase rigor and achievement. It was here that she became a certified IB (International Baccalaureate) teacher, well versed in the ways of cross-curricular planning.

After teaching in South Carolina for three years, Melissa earned her Masters Degree in Literacy from The Citadel, a military college in Charleston, in 2016. Although she loved the south, Melissa realized she missed her home state of Pennsylvania. Moving back to Allentown in 2016, Melissa began teaching at the Executive Education Academy Charter School in which she just began her 10th year of teaching.

Working collaboratively with her team at EEACS, Melissa was able to streamline curriculum, access resources and materials, and mentor teachers new to the field of teaching. In the first year of teaching and subsequent years after, Melissa's students continued to show growth in areas of reading and science. She has received multiple grants for much needed materials for her students as well as grants for field trips for entire grade levels.

Melissa is certified in the state of Pennsylvania as an Elementary K-6 educator as well as a Reading Specialist PK-12. She also holds certification in the state of South Carolina as a EC-2 and 2-6 educator with endorsements as a Read to Succeed Literacy Coach and a Read to Succeed Literacy Teacher.

Robert Lysek - Robert is a native of Bethlehem, PA and has over twenty years of experience working within education. In 2013 Robert co-founded Executive Education Academy Charter School (EEACS). He serves as the school's Chief Executive Officer. EEACS is a K-12 public charter school that serves students from the Lehigh Valley. Robert also currently consults for Burlington County Special Services, and has in the past supported Pittsburgh Public Schools with developing consulting services for its alternative education populations. Over his career he has extensive experience working with school districts, charter schools and specialized schools.

Prior to EEACS he co – founded Success Schools and was the company Chief Operations Officer from April of 2010 to August, 2013. His responsibilities consisted of company culture and oversight, business development, management and accountability for school operations across the country. His supervision consisted of ten schools, located in Philadelphia, Pittsburgh, Harrisburg, York, Richmond and Washington, DC.

Prior to Success Schools Robert was the co-founder and Vice President of Operations for Camelot Education from February 2004 to 2010. His responsibilities consisted of supervising the daily operations of the Alternative Education Division. Robert supervised 3000 students, 250 employees, and twelve schools. Additional responsibilities included managing human resources, budget, facility management, academics, support services and supervising the twelve campus directors for the division. He also ensured that the schools were in compliance with all the standards and regulations applicable. Prior to his promotion to VP Robert was the company Chief Operations Officer and he supervised the daily operations of three alternative schools, six therapeutic day schools, and three residential programs in five states supervising 2000 students, 250 staff at 12 sites nationally. His responsibilities also included growth and development of Camelot’s newest acquired Residential Treatment Centers, Alternative Education Programs, and Therapeutic Day Schools in Kansas, New Jersey, Virginia, Louisiana and Illinois by immersing himself and a team in the above listed locations until the programs became stabilized. Other responsibilities included management of twelve campus directors, human resources, group living, academics, facility management, and support services departments. Also responsibility for division budgets; management of the hiring/firing, training of all employees; coordination with inspectors and surveyors from state regulatory agencies and JCAHO to ensure that programs are in compliance with all the standards and regulations applicable.

Prior to working for Camelot Robert worked in numerous other administrative roles within education and developed and managed schools in Texas, Florida, Tennessee, and Puerto Rico. Throughout his career Robert has been training school district personnel in culture, climate and crisis management and is considered a thought leader in the field.

Robert also worked as a police officer for five years where he was a field-training officer, crimes against children investigator and gang officer. Robert currently holds a Bachelor of Science degree from Lock Haven University.

Founder References

Founder	Reference	Phone Number
Richard Gear	John C. Faffery ESQ - Office of Hamburg, Rubin, Mullin, Maxwell, and Lupin	215.661.0400 ext1541
	Dr. Renato M. Lajara - Principal, Cheltenham High School	215.206.3541
	Antoinette Powell - Principal, Robert E. Lamberton Elementary School	215.400.7530

Shera Mula	John Flemming - President, Hopdial Inc.	267.249.2284
	Vito Gallo - President, VGG Legislative Government Relations	610.704.9213
	Harvey Guindi - Chief Information Officer, Health Network Labs	732-33-3972
Luiz Garcia	Norman Bristol - PA State Government Executive Director of Community and Economic Development	717.725.1619
	Bill Williams - Sgt. Allentown Police	267.481.3250
	Naida Alicia - CEO Spanish Emersion	610.9844122
Stephen Flavell	Bret Wade - CEO of Cottage 7 Academy	267.319.4580
	William Veil - Business Professor - Delaware Valley University	267.625.7553
	Anthony Re - Commercial & Federal Field Sales Manager - East at JAMF	610.213.6192
Melissa Quinn	Wildea Rosendahl - Alternate Responsible Officer International Teacher Exchange Services	844.779.0450 (office)
	Jason Frei - Psychotherapist - St. Luke's Northampton Area School District	610.751.6875
	Jerome McCalla - Climate Manager @ Stephen Girard Elementary School	215.275.1999
Robert Lysek	Andy Demidont - Retired Superintendent (Rockwood Area School District)	814.483.6175
	Janis Ripper - Retired Deputy Superintendent (Pittsburgh Public Schools)	412.979.5643
	Ana Myers - Associate Vice President of Community & Board Relations	267.884.6335

B. Discuss how the group came together, as well as any partnership arrangements with existing schools, educational programs, businesses, non-profits, or any other entities or groups. Provide

information on the manner in which community groups are involved in the charter school planning process.

After a successful renewal of their current charter school, Steve Flavell and Bob Lysek realized that the program they offered students should not be confined to the Lehigh Valley in a brick and mortar school. Their desire to reach as many students as possible convinced them a cyber charter school based on similar philosophies as their current charter school, including a business focused educational model, and the need for interpersonal skills to be taught, would benefit so many more students than their stand alone charter school. It was at this point Steve reached out to Melissa Quinn, a seasoned teacher who currently teaches 6th grade at the Executive Education Academy Charter School, the one in which he and Bob founded.

Melissa, a self-motivated individual always willing to go above and beyond for her students also recognized the need to serve a larger population. A proponent of teaching 21st century skills while using technology to enhance lessons and engage students, Melissa was a perfect fit for the team. Together, Bob, Steve, and Melissa began diligently researching and contemplating how to incorporate all the necessary components of their business-infused educational program in order to serve the students in the state of Pennsylvania. The proposed plan in which you are currently reading is the answer.

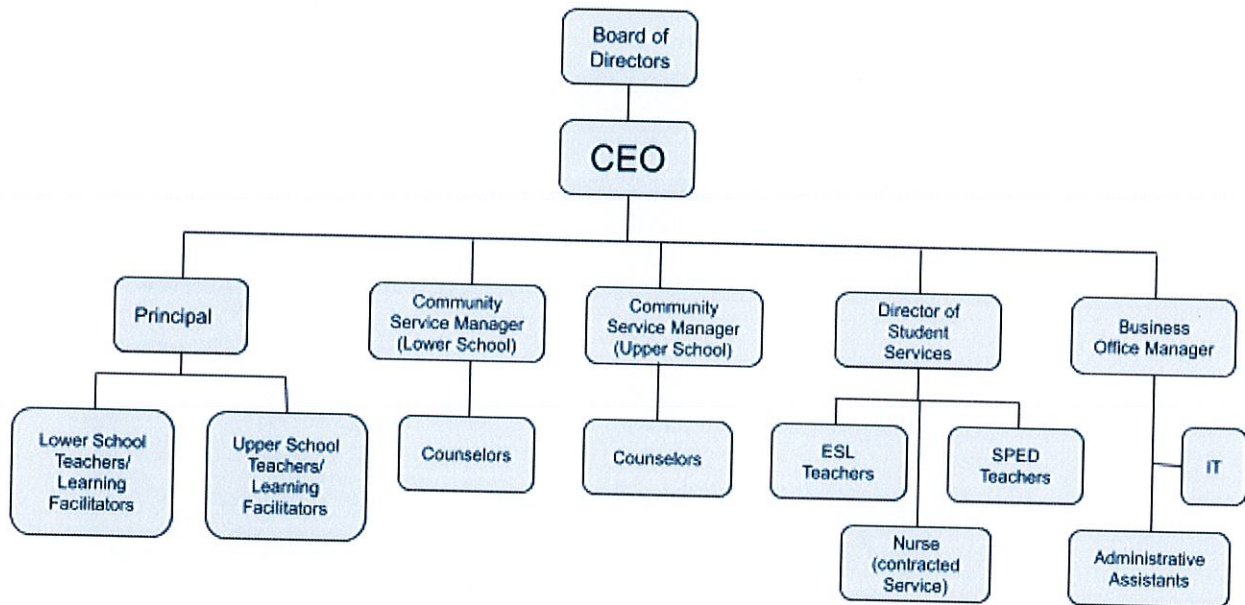
C. Include any plans for further recruitment of founders or organizers of the school.

Board recruitment will continue to be a priority. Attention will be given to recruit a board that is diverse and experienced. Each Board member will need to have a unique skill set that will support the mission of the school and provide a unique perspective to govern the school effectively. Anyone who has interest in Pennsylvania and supporting a high quality cyber charter school, can seek appointment to the Board of Directors. Any one that has a conflict or any person who has been convicted of a felony may not seek appointment. Once the school is open the Board will aim to have parents of an enrolled student on the Governing Board of Directors.

2. Governance

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

EECCS will have a similar organizational structure as a traditional school. The CEO of the EECCS will be appointed by the Board of Directors and implement the policies of the Board. Principal(s) will be hired and responsible for instructional leadership, curriculum implementation and management of the educational program. The CEO and Principal(s) will provide stewardship for the school and the rest of the administration. Below is an example organizational chart for EECCS with a 260 student enrollment.



Description of Positions:

Descriptions listed are examples and not limiting positions to the duties outlined below.

Position	Description
<p align="center">Board of Directors</p>	<ul style="list-style-type: none"> ● Provide governance ● Assess the CEO ● Hold administration accountable to the Mission and Vision of the School ● Manage resources effectively ● Ensure Effective Strategic Planning
<p align="center">CEO (1)</p>	<ul style="list-style-type: none"> ● Leads and promotes the ideals of the cyber schools program ● Accept leadership accountability for continuous improvement and implementation of the mission, vision, goals, values and policies. ● Engage school stakeholders
<p align="center">Principal (1)</p>	<ul style="list-style-type: none"> ● Promote high-quality teaching ● Demonstrates all students can achieve ● Evaluate teachers ● Provide coaching for teachers ● Oversees implementation of curriculum ● Complies with PDE requirements

<p align="center">Director of Student Services (1)</p>	<ul style="list-style-type: none"> ● Coordinate and monitor and supervise the implementation of all SPED ● Administer the procedures for placement of students ● Seek appropriate programs to support student services. ● Monitor attendance, health and discipline ● Serve as the Title IX, ELL, Homeless and registrar coordinator
<p align="center">Community Service Manager (2)</p>	<ul style="list-style-type: none"> ● Support parents and act as a liaison between the home and school ● Process referrals and any student behavior problems ● Conduct home visits ● Ensure compliance with policy and procedures ● Facilitate social and emotional learning
<p align="center">Business Office Manager (1)</p>	<ul style="list-style-type: none"> ● Oversee payroll and accounting ● Prepare budgets ● Supervise all accounting systems ● Oversee human resources ● Advise the board and CEO on finances ● Establish governmental accounting procedures to ensure compliance ● Prepare board meeting agenda and minutes
<p align="center">Teachers/Learning Facilitators (10)</p>	<ul style="list-style-type: none"> ● Support the instructional program with asynchronous and synchronous instruction; ● Communicate with parents, students and other teachers and staff on a regular basis to develop and update personalized learning paths and schedules for students; ● Score assessments, provide feedback on student work, suggest instructional approaches and strategies, monitor completion of assignments; ● Develop a general knowledge of the entire program's K-12 curriculum and a very detailed knowledge of the grades for

	<p>which responsible;</p> <ul style="list-style-type: none"> ● Support students and parents with alternate strategies and provide additional assistance with daily assignments and projects; ● Keep student records and data up-to-date, including cumulative files, online student and family information, attendance accounting, and logging of all student and parent contacts; ● Manage regional field trips and make efforts to integrate trips into the curriculum; ● Implement virtual methods of creating and maintaining a “school community” during R.G.I. ● Participate in the organization and administration of the state testing, as directed; ● Participate in student recruiting sessions and other marketing efforts that require teacher representation. Review curriculum and devise alternate approaches to given lessons to increase student understanding (working directly with parents and students);
ESL Teacher (1)	<ul style="list-style-type: none"> ● Adapts classroom work for the purpose of individualized learning plans ● Administer tests and language assessments ● Assess student progress towards objectives and expectations ● Models English communication for the purpose of developing student ability
Counselor (2)	<ul style="list-style-type: none"> ● Support student with scheduling and determine graduation requirements ● Works with youth agencies and and probation ● Support with SEL implementation ● Supports Truancy and Attendance Truancy Plans ● Facilitates SAP ● Facilitates and supports standardized

	<ul style="list-style-type: none"> testing ● Attends IEP ● Supports 504 Process
Special Education Teachers (3)	<ul style="list-style-type: none"> ● Demonstrate knowledge of PA Chapter 14 regulations and Federal IDEA regulations ● Collaboratively plan with colleagues to meet the needs of all students ● Monitor compliance of all special ed documents. ● Draft and prepare all special ed students' IEPs
IT Professional (1)	<ul style="list-style-type: none"> ● Troubleshoot and support connectivity issues ● Support scope and breadth of systems, technology ● Install and configure server application software ● Implement advanced routing, ACLs, VLAN and other protocols in network switches ● Support students and staff with IT issues ● Assess and improve infrastructure
Administrative Assistant (3)	<ul style="list-style-type: none"> ● Perform clerical duties such as answer phones, direct calls, distribute mail and file ● Prepare school calendar ● State Reports ● Prepare letters and other communication systems for parents and stakeholders ● Assist with board meetings ● Assist with Federal Reports ● Maintain and report student attendance

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

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

- School calendar (must include 990 hours or 180 days of instruction for secondary students [grades 7-12] and 900 hours or 180 days for elementary students [grades 1-6]. School cannot be kept open for the purpose of ordinary instruction, on Sundays, Fourth of July, Memorial Day, Thanksgiving, the first of January, Christmas, or Saturday, except when Monday is fixed by the board of directors as the weekly holiday for the entire school year)
- Adopting textbooks
- Appointing or dismissing charter school administrators
- Adopting the annual budget
- Purchasing or selling of land
- Locating new buildings or changing the locations of old ones
- Creating or increasing any indebtedness
- Adopting courses of study
- Designating depositories for school funds
- Entering into contracts of any kind where the amount involved exceeds \$200
- Fixing salaries or compensation of administrators, teachers, or other employees of the charter school.

B. How will the Board of Trustees be selected?

Trustee elections will be held one month before the end of each school year, and new Trustees will take office one month after the end of the school year, to allow appropriate time for the outgoing Trustees to assess the operation of the school in the year just ended, and to allow time for new trustees to plan for the coming year. The board of Trustees will consist of the following.

- President
- Vice President
- Treasurer
- Secretary
- Member
- Student Representative
- Parent Representative

All Trustees will serve one-year terms. There will be no limit to the number of terms a Trustee may serve. A Trustee may be replaced at any time, when a majority of the members of the constituency the Trustee represents vote to select a different representative.

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

The board and the founders will have monthly meetings to maintain the founding coalition's vision. Board members and the founding coalition have developed a strong bond since the inception of Executive Education Cyber Charter School. Both groups have worked collaboratively to open up doors and develop strong partnerships with community organizations and groups. This has kept everyone on the same page and working towards a common goal.

D. Describe the roles and responsibilities of the Board of Trustees

The Board will be responsible for assessing overall school performance, for making decisions related to budget and personnel, and for other aspects of school operation at the request of the professional staff. Decision making related to curriculum and instruction and the day-to-day operation of the school will rest with the professional staff.

Our Board operates with the guidance of By Laws that reflect the Sunshine Law and Act 22. Notice is published in the school and beyond of meeting times so that stakeholders and the public may attend. The Board is democratic and is dedicated to the mission and philosophy of Executive Education Cyber Charter School. The Board meets every month. Minutes are kept of every meeting. Board members understand their legal and ethical obligations to the school. Board agendas reflect focus on policy-making and decision-making outlined in the by-laws.

The Board Meetings will be run by the Board President, elected by the Board, or an elected Vice President in the President's absence. To the extent possible, decisions will be made by consensus. If it becomes obvious that attempts to gain consensus will be unproductive, any member of the Board may move that the decision be made by vote, rather than consensus. If a majority of the members agree with the motion, the issue is put to a vote. Meeting minutes will be recorded by the Administrator, or the teacher representative in the Administrator's absence.

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

The lower (elementary) and upper (secondary) schools will be assigned a chairperson, who will act as a liaison between their colleagues and administration. The grade chairs will meet with administration on a weekly basis. Cabinet meetings will be held bi-weekly. A representative from each area of the school will provide administration with a report on their respective area and will have an opportunity to present any questions or concerns.

Furthermore, EECCS will utilize principles from the Leadership Grid. Developed in the 1950's by Robert Blake and Jane Mouton it serves as a model for behavioral leadership and corporate culture. It is based on three behavioral dimensions, concern for people, concern for results, and motivators & fears. The model has been greatly developed since the 1950's and is now a very complex and useful diagnostic tool. Executive Education Cyber Charter School will facilitate training, and use the expertise of Robinson Leadership from Toronto to support the training of the Board of Trustees. In addition, Board Members will receive training on but not limited to training in the area below.

- Academic Testing and Requirements
- Special Education
- Overview of Public School Labor Relations
- Evaluating Your Superintendent
- Act 93
- Board's Role in Finance and Budgeting
- Local Taxation and Act 1

- Policy and Administrative Regulations
- Transportation
- Facilities Planning
- Introduction to Governance Plans and Documents
- Legal Landscape of Public Education
- Sunshine Act and Executive Session
- Conflicts of Interest and Ethics Act
- Trauma-Informed Courses 1-4

F. Discuss the nature of parental and student involvement in decision-making matter where appropriate.

Parents and students are positioned at the center of the Executive Education Cyber Charter School decision making, and are encouraged to become involved in all aspects of the school’s learning community. As described, there is a formal process through which parents and students can voice their thoughts and concerns. Perhaps more importantly though, is the ability of the parents and students to communicate with the teachers and administrator at any time, through a variety of channels including phone calls, virtual or in-person meetings and/or conferences, and email. Parents will be required to maintain contact with teachers and the administrator to discuss student progress. Furthermore, parent and student representatives will take part in board meetings and have an active voice in the school decision-making process.

G. Submit copies of the school’s Articles of Incorporation, by-laws and contracts, and other documents required by applicable law. Requirements for the bylaws are as follows:

- a. The bylaws must contain a provision for “failure to organize or neglect of duty”. Specifically, the bylaws must outline a removal procedure for the failure of a board member to perform his or her duties as outlined in the Charter School Law.
- b. No board member shall, as a private citizen, engage in any business transaction with the charter school of which he or she is a trustee, be employed in any capacity by the charter school of which he or she is a trustee, or receive from such charter school any pay for services rendered to the charter school.
- c. A charter school Board of Trustees shall have a designated treasurer who shall receive all funds including local, state and federal funds and privately donated funds. The treasurer shall also make payments out of the same on proper orders approved by the Board of Trustees, signed by the president or vice president of the Board. The treasurer may pay out such funds on orders that have been properly signed without the approval of the Board first having been secured for the payment of amounts owing under any contracts, which shall previously have been approved by the Board, and by which prompt payment the charter will receive a discount or other advantage.

d. Procedures for dismissal of an employee must be contained in the by-laws.

Please review **Exhibit E** for Articles of Incorporation

Please review **Exhibit F** for By-Laws

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

Resumes can be reviewed in **Exhibit G**

Name	Address	Phone Number
Richard Gear	[REDACTED]	[REDACTED]
Shera Mula	[REDACTED]	[REDACTED]
Luiz Garcia	[REDACTED]	[REDACTED]

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

At this time, the Board of Trustees has received no management contracts for review.

IV. FINANCE AND FACILITY

1. Financing:

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

A comprehensive preliminary startup and operating budget has been prepared, attached hereto as an **Exhibit H. There were no PA Department of Education budget templates available to use.**

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

A purchasing procedure is available for review in **Exhibit H**

Note: For additional financing procedures see Section 1725-A of the Charter School Law.

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

At this time, no fundraising has occurred. The charter school will conduct itself in a fiscally responsible manner and operate on the per pupil student allotment.

There are plans to engage a grant writing group to support with competitive grants and to supplement resources for the charter school. This will be one way the school will generate extra capital and to supplement the per pupil allocation.

- d. Describe the implementation of the following required financial procedures:
The treasurer of the charter shall deposit the funds belonging to the charter school in a depository approved by the board and shall at the end of each month make a report to the charter Board of the amount of funds received and disbursed by him or her during the month. All deposits of charter school funds by the charter treasurer shall be made in the name of the charter school. The Board of Trustees of a charter school shall invest charter school funds consistent with sound business practice. Authorized types of investments for charter schools shall be:
- United States Treasury bills.
 - Short-term obligations of the United States Government or its agencies or Instrumentalities.
 - Deposits in savings accounts or time deposits or share account of institutions insured by the Federal Deposit Insurance Corporation or the Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund to the extent that such accounts are so insured, and for any amounts above the insured maximum, provided that approved collateral as provided by law therefore shall be pledged by the depository.
 - Obligations of the United States of America or any of its agencies or instrumentalities backed by the full faith and credit of the United States of America, the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith of the Commonwealth, or of any political subdivision of the Commonwealth of Pennsylvania or any of its agencies or instrumentalities backed by the full faith and credit of the political subdivision.
 - Shares of an investment company registered under the Investment Company of America Act of 1940 (54 Stat.789, 15 U.S.C. * 80a-1 et seq.) as defined in PA 24 PS 4-440.1 of the Pennsylvania School Code.

EECCS's school treasurer will govern financial systems of the school. On an annual basis the treasurer, along with the Board of Trustees will settle the school account. Pursuant to PA 24 PS §4-437, the accounts of the cyber charter school treasurer shall be audited annually. EECCS will comply with all federal and state financial procedures and reporting. Including a yearly self audit for monitoring. The business manager of the school will directly oversee all services and financial controls for the school.

2. Facility

- a. Provide descriptions of and addresses for the physical facilities, including the administrative office, and the ownership of the facilities and any lease arrangements.

Executive Education Cyber Charter School has entered into an letter of intent with EEACF to rent:

Old Western Electric Building
555 Union Blvd.
Allentown, PA 18102 (“Western Building”)

The proposed lease will be five(5) years. The rentable space will increase according to the following schedule:

	Y1	Y2	Y3	Y4	Y5
Sq.Ft (Billable)	20,000	20,000	20000	40,000	40,000

This facility, previously the headquarters of Lucent, this property is ideal for use as a Cyber Charter School. The building sits upon a 41.6 acre campus and includes 852 parking spots.

The proposed lease is structured to allow the Executive Education Cyber Charter School the ability to grow in size and appropriately service the projected population of children. A leasehold in this building will allow Executive Education Cyber Charter School to partner with existing tenants such as Career Links, who leases the east side of the complex. Lastly, this building is in close vicinity to the Neighborhood Improvement Zone (NIZ), Iron Pigs Stadium and the newly completed American Parkway bridge which will both give the school and students future opportunity to partner and be in the middle of the business workforce in Allentown for years to come.

The facility shall be delivered to Executive Education Cyber Charter School properly zoned and in compliance with applicable building codes, state and federal law. The facility is adequately serviced with heating, ventilation, lighting and water supply.

The Western is “wired” for the internet. Being the former headquarters of Lucent Technologies, this building is world class. Children who attend Executive Education Cyber Charter School will be proud to learn that this building is the place where the first transistors were manufactured.

Custodial and facility maintenance are included in the lease. Custodial services will be utilized on a daily basis. Services will take place in the evening after hours. Facility maintenance will take place on an as needed basis. However, monthly inspections will take place by the building engineer to be proactive and keep facility concerns to a minimum.

To review the LOI please review **Exhibit I**

- b. Explain how this site(s) would be a suitable facility for the proposed cyber charter school. Consider the necessity of renovation to the facility and compliance with applicable building codes and accessibility for individuals with disabilities. Describe the services of the facility including heating, ventilating, lighting, sanitary conditions and water supply.

Being a world class location, this facility is more than suitable and requires no renovation to be compliant with applicable building codes. A ramp would have to be added to the main entrance of the proposed facility so that individuals with disabilities would have accessible access to the offices. The rear entrance provides access to the main floor by elevator. All facility services are in working order and routinely maintained. Building engineers are frequently servicing and maintaining equipment due to the complex housing many state agency tenants.

Service	Condition
Heating	Good
Ventaliting	Good
Lighting	Good
Sanitary Condition	Good
Water Supply	Good

When the charter is approved a lease will be drafted and executed by the CEO and the Board of Trustees.

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

The executed lease with EEACSF would include daily custodial services and as needed facility maintenance. Offering all services in house makes it very efficient for Executive Education Cyber Charter School to operate within the leased space.

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

At this time, there are other partnership developments or other future steps towards acquisition of a facility/land. Being a cyber charter school there is only a need for offices and seating space for students coming in to get support.

- e. Describe facility financing plans.

Executive Education Cyber Charter School will execute a lease with EEACSF for suitable office space. If EEACSF provides suitable services and a space the space continues to meet the needs of the cyber charter school, then the CEO and Board of Trustees will continue the leasing arrangement. The proposed site is turn key and can accommodate a Cyber Charter School immediately.

At this time, there is no plan to purchase a facility for Executive Education Cyber Charter School.

3. Liability and Insurance

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

Prior to opening, Executive Education Cyber shall secure adequate insurance coverage and shall maintain such coverage throughout the Charter term in accordance with the laws of Pennsylvania.

Our coverage goals are as follows:

Commercial General Liability:

Commercial General Liability coverage, on an occurrence basis, including Contractual Liability, with limits not less than the following: (a) \$2,000,000 General Aggregate (including bodily injury, or property damage or both); (b) \$2,000,000 Products – Completed Operations Aggregate; (c) \$1,000,000 Per Occurrence; (d) \$1,000,000 Personal and Advertising Injury; (e) \$1,000,000 Fire Damage or Fire Legal Liability; and \$10,000 Medical Expense (any one person)

Automobile Liability:

Automobile coverage with limits not less than the following: \$1,000,000 Combined Single Limit for bodily injury and property damage for all owned autos and/or hired / non-owned autos.

Workers' Compensation and Employers Liability:

Workers' Compensation coverage for its employees with limits not less than the statutory limits for the State of Pennsylvania.

Employer's Liability:

\$500,000 Each Accident–Bodily Injury by Accident; \$500,000 Each Employee- Bodily Injury by Disease; and \$500,000 Policy Limit-Bodily Injury by Disease.

Excess /Umbrella Liability:

The Charter School shall maintain Excess / Umbrella Liability coverage in an amount not less than 5,000,000 per occurrence. The Excess/Umbrella Policy shall schedule all underlying liability coverages required under the Charter unless a separate 5,000,000 limit is maintained for Professional Liability.

Professional Liability/Educators Liability/ Malpractice/Errors and Omissions Insurance:

Professional Liability/Educators Liability / Malpractice/Errors and Omissions Insurance with limits not less than the following: (a) \$1,000,000 General Aggregate; (b) \$1,000,000 Per Occurrence. The Charter School shall obtain a Sexual Molestation and Child Abuse Endorsement.

Health Insurance Benefits

Executive Education Cyber shall provide health care insurance through a private vendor.

Generally, Employees will be eligible to participate in the HMO type Medical Plan as single, two person (spouse and/or domestic partner), family, parent with student, and parent with students. The HMO type benefits package will match the plan offered by local school districts. Benefits will be 100% paid by the school to the extent there are no payroll deductions. Employees will be responsible for copays on office visits and prescriptions etc. Employees enrolled in the Personal Choice/PPO type plan may be required to pay up to 3% of the premium as a direct payroll deduction. Employees who Opt Out of medical insurance will be entitled to additional dollars per year, included in their biweekly pay.

4. Child Accounting

- a. Describe the proposed cyber charter school's enrollment and attendance procedures.

Attendance

Students shall be counted in attendance if they are actually present at school at the time attendance is taken or are away from school on a school day and engaged in an educational activity that constitutes a part of the school's pre-approved instructional program for the student.

All students are expected to be on time and present each day school is open during the school year. A note from a parent/guardian is a request that a student's absence be excused. The school CEO or designee is the only person authorized to excuse a student's absence.

NOTE: Not all absence notes/requests will be approved and coded as excused. Any student that is absent for three consecutive days or more due to illness, must bring a doctor's note.

Teachers and school counselors contact parents by phone, email or in person when a student is absent and returns without an excused note. Once a student has reached 4 unexcused absences/lateness's administration contacts the parents and reminds the parents the school's policy and the importance of

every child being in school and on time. If the child continues to be absent or comes late another meeting is set-up to reiterate the Board approved policy.

Excessive absences will affect enrollment for the following school year. If a student has 10 or more unexcused absences/and or lateness, a disciplinary hearing may be convened by the Board of Trustees to determine a child's enrollment status for the following school year. Additionally, such students may be dropped from the roll.

Lateness Policy

Any student arriving after the designated time must report to the school office to obtain a late slip in order to be admitted to class. Teachers record all lateness in their roll book for students arriving late. Parents will be notified after two instances of lateness. Excessive lateness will be brought to the attention of the CEO or her designee for immediate action. Excessive lateness will result in the student being presented before the Board of Trustees to determine re-enrollment status.

Make-up Work for Absences

A student who is absent (for any reason) is required to make-up all course work missed. It is the student's responsibility to obtain assignments from the appropriate teacher(s) upon returning to class immediately following an absence and not receive academic penalty. The teacher shall work with the student to make up any missed assignments, test, homework, etc. Immediately upon return to school from an absence, the student shall be given the number of school days missed plus one additional day to submit the make-up work for full credit.

A. Truancy Plan

The educational program offered by Executive Education Cyber Charter School is predicated upon the presence of the student and requires continuity of instruction and classroom participation in order for students to achieve academic standards and consistent educational progress. A missed day of school is a missed learning opportunity on the path to success.

Parent's cooperation in ensuring good attendance is therefore critical to a child's success in school. In order to accomplish this, students first and foremost must be present and on time each school day.

Regular attendance at school for students between ages 6 and 18 is mandated by law, and is a serious matter which requires reporting of students who are chronically absent without excuse and their parent/parenting adult. This may get the courts involved, and may also result in penalties imposed on the student, his or her parent/parenting adult, or both.

Executive Education Cyber Charter School follows the Pennsylvania Public School Code of 1949, which is adhered to by all School District of Philadelphia Schools and Renaissance Charter Schools. 24 P.S. Section 13-1354, "Report of children not enrolling, or withdrawing, or being illegally absent" reads as follows:

It shall be the duty of every principal or teacher of a public school to report immediately to the attendance officer, district superintendent, or secretary of the board of school directors, the names of all children in the list furnished to him who have not appeared for enrollment, and he shall also properly report, from time to time, to the attendance officer, district superintendent, or secretary of the board of school directors, the names of all children who having enrolled have subsequently withdrawn from school, or who have been absent three (3) days, or their equivalent, without lawful excuse. Such person shall thereupon serve upon the parent, guardian, or other person in parental relation to such children unlawfully absent from school, the written notice hereinbefore provided, and if it shall appear that, within three (3) days thereafter, any child, parent, guardian, or other person in parental relation shall have failed to comply with the provisions of this act, the superintendent, attendance officer, or secretary of the board of school directors, in the name of the school district, shall proceed against the person so offending, in accordance with the provisions of this act.

EECCS will report attendance to the school district of residence. We will collaborate with sending school districts to develop a system that shares information in a detailed and appropriate fashion.

V. ADMINISTRATION

1. Recruiting and Marketing Plan

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

Executive Education Cyber Charter School is confident that they will be able to attract a sufficient pool of applicants. Utilizing a strategic marketing plan will attract a sufficient pool of applicants. In addition to the petitions of support, and intent to enroll forms we have executed a plan to:

- Promote events online and allow families to sign up on our website
- Utilize Social Media to garner interest and gain exposure
- Search Engine optimization
- Interactive virtual open house
- Create and send personalized email campaigns
- Enlist ambassadors and arm them with the right tools, messages and ideas
- Align ourselves with local community agencies
- Engage the local media
- Host virtual town hall meetings
- Community walk; grassroots campaigning
- Attend community meetings and town hall forums

- Post in local recreation centers, businesses, stores, etc.
- Participate in local community events (whether virtual or in person)
- Local Television Ads
- Direct Mail

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

Please review the previous answers.

2. Admissions Policy

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

Admissions Process:

With regard to the selection process, no student shall be discriminated against for any reason including race, gender, national origin, disability, religion, political views or sexual preference. Furthermore, the school will not discriminate on the basis of intellectual ability, athletic prowess, and measures of scholastic achievement or aptitude, or language proficiency.

Students will enter a lottery based on student's age and grade. Students are selected randomly from a pool of eligible applicants. After the lottery process is complete, Parents and Guardians must complete the application for registration and comply with all other registration requirements. Academic transcripts and all other records from schools previously attended must be submitted. In addition, members of the staff will conduct and require attendance at an orientation session.

Upon admission to the school, a complete Physical Examination conducted by a Primary Health-Care Provider will be necessary along with a copy of the child's Medical History. Copies of Dental Records and Dental Exams are required for students entering the third grade and ALL Special Education students.

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

Executive Education Cyber Charter School will not deny admission to any student that lives in Pennsylvania. All students are eligible to apply and enroll into the school. There is no audition, interview or any act to deter applicants.

Executive Education Cyber Charter School will comply with all applicable state and federal laws, including but not limited too IDEA 2004, Civil Rights Act of 1964, Title VI, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Action of 1973, and Part B of the Individuals with Disabilities Education Act and will comply with the same Federal and State audit requirements as do all public schools within the Commonwealth.

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

The plan for a randomized admission lottery is more fully discussed previously in this application. Executive Education Cyber Charter School will admit students from the Commonwealth of Pennsylvania. The Board of Trustees will begin accepting students immediately upon the grant of a Charter for enrollment in the 2021-2022 school year.

D. Explain how these policies further the mission of the school in a nondiscriminatory fashion.

These policies and procedures support the mission of closing the achievement gap and providing a high quality education for ALL students, no matter their socio-economic status. Executive Education Cyber Charter School wants to provide students and parents a high quality cyber school option in the state of Pennsylvania. Allowing all students the opportunity without waitlists, allows EECCS to further support their mission of addressing the need for more rigorous courses, flexibility and customizable learning, constant structure, a year-round schedule, and student achievement for all students in the Commonwealth of Pennsylvania. ANY student that has an interest in pursuing an education with EECCS will have that opportunity according to our policies.

3. Human Resource Information

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

Employment with Executive Education Cyber Charter School is at will. This means that employment is voluntarily entered into, and either the employee or Executive Education Cyber Charter School may terminate the employment relationship at any time, with or without advance notice, with or without cause, for any lawful reason, unless otherwise agreed to in a written contract/agreement signed by the President or other member of senior management of Executive Education Cyber Charter School.

Executive Education Cyber Charter School uses the criteria of merit, qualifications, and abilities to determine hiring and other employment decisions (including promotion and demotion). EECCS does not discriminate in the process of recruitment, selection, training, utilization, promotion, termination, or any related activities on the basis of race, color, religion, ancestry, sex, national origin, age, disability, sexual preference, marital status, military or veteran status, genetic information, or any other legally protected characteristic. Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of the CEO.

Employees can be confident in making a good-faith report of any type of activity they feel may be contrary to this policy, with no retaliation from the company. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

Executive Education Cyber Charter School further complies with the Civil Rights Act of 1964, as amended 1991 (and applicable state law), which makes it illegal to discriminate against

someone on the basis of race, color, religion, national origin, or sex. This law also makes it illegal to retaliate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit, and permits jury trials and compensatory and punitive damage awards in intentional discrimination cases.

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

	Year 1	Year 2	Year 3	Year 4	Year 5
Staff Size	20	30	40	50	60

Teacher to Student Ratio is approximately 1:50

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

Teachers at EECCS will be provided with ample opportunities to improve their instructional strategies through the use of technology. Self-paced modules, aligned with the ISTE standards, will be available for teachers through PD courses provided to teachers within the LMS. Modules developed by 21 Things 4 Teachers will include topics such as Assessment for Teaching and Learning, providing teachers with a variety of online tools available for collecting data as well as progress monitoring, Google Apps, Extensions, & Add-ons, and Personalized Learning in the Classroom. Educators will be required to complete Level I Google certification.

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

1. Salaries

Teacher Compensation

Teachers will be compensated for their years of service, degrees obtained, and certification in a Step Salary Schedule. Teachers holding a Master’s Degree in Education will be compensated at a higher salary than those holding a B.S. in Education or equivalent. All teachers will hold valid instructional certifications for the areas they teach or will possess them within 1 year of employment.

The Board will adopt a budget target percentage for teacher compensation. Averages in the Lehigh Valley, as well as in the state of Pennsylvania will be considered when determining this target percentage. Salary increases may be granted by the Board when fiscal conditions warrant such increases. Fiscal considerations shall be presented to the Board by the CEO annually.

Fiscal considerations for salary increases may include:

- Excess or deficiency in budget,
- Cost of living adjustment in budget, and
- Budget target percentage available for compensation increases.

Administrative Compensation

A beginning salary payscale will be developed and maintained by the Board. Rates of pay at similar schools in the area as well as the state of Pennsylvania will be considered during the development and review of the payscale for Executive Education Cyber Charter School.

The Board will adopt a budget target percentage for administrative compensation. Area averages as well as the state of Pennsylvania averages will be considered when determining this target percentage.

Salary increases may be granted by the Board when fiscal conditions warrant such increases.

Fiscal considerations for salary increases may include:

- Excess or deficiency in budget,
- Cost of living adjustment in budget
- Budget target percentage available for compensation increases.

Support Staff Compensation

A beginning hourly wage scale will be developed and maintained by the Board. Rates of pay at similar schools in the area as well as the state of Pennsylvania will be considered during the development and review of the scale. The Board will adopt a budget target percentage for support staff compensation. Area averages and the Commonwealth of Pennsylvania averages will be considered when determining this target percentage.

Hourly wage increases may be granted by the Board when fiscal conditions warrant such increases.

Fiscal considerations for salary increases will include:

- Excess or deficiency in budget
- Cost of living adjustment in budget, and
- Budget target percentage available for compensation increases.

Annual Compensation Review for Top Level Personnel

This Policy on the Process for Determining Compensation of Executive Education Cyber Charter School, Inc. (hereinafter the "Organization") applies to the compensation of the following person(s) employed by the Organization:

The Organization's Chief Executive Officer¹

The process includes all of these elements: (1) review and approval by the board of directors or the compensation committee of the Organization; (2) use of data as to comparable compensation; and (3) contemporaneous documentation and recordkeeping.

¹ Chief employed executive – The CEO (i.e., Chief Executive Officer), executive director, or top management official (i.e., a person who has ultimate responsibility for implementing the decisions of the Organization's governing body or for supervising the management, administration, or operations of the Organization).

Review and approval - The compensation of the person is reviewed and approved by the Board of Directors or the compensation committee of the Organization, provided that persons with conflicts of interest with respect to the compensation arrangement at issue are not involved in this review and approval.

Use of data as to comparable compensation - The compensation of the person is reviewed and approved using data as to comparable compensation for similarly qualified persons in functionally comparable positions at similarly situated organizations.

Contemporaneous documentation and recordkeeping - There is contemporaneous documentation and recordkeeping with respect to the deliberations and decisions regarding the compensation arrangement.

Additional Benefits

Benefits Package

- Benefits will be offered to faculty and staff according to applicable law.
- The Board will adopt a budget target percentage for Benefits Compensation. Area averages will be considered when determining this target percentage.
- Benefits may be increased by the Board as budget target percentages allow.

One-Time Monies

- When one-time monies are received, they will not be included in the calculation of the target percentages for Teacher Compensations, Administrative Compensation, Support Staff Compensation or Benefits Package.
- If one-time monies are received and allocated by the Board for compensation it will be in the form of a one-time stipend or bonus only.
- It is the goal of the Board that one-time monies will not be used for any recurring expenses beyond the year in which they are received.

Mid-Year Budget Adjustments

- If, as a result of a budget revision, base revenue changes during the fiscal year then target percentages will remain the same until the next year's budget. There will be no mid-year compensation adjustments.
- Mid-year revenue adjustments will be handled in the same manner as one-time monies.

Contracts

Employment categories help determine how employees are classified for purposes of pay and benefits. At Executive Education Cyber Charter School, employees are classified in two ways:

First, Executive Education Cyber Charter School enters into a written employment agreement/contract with each employee (a "Contract"), which outlines the terms of employment. Only the Board of Trustees has the authority to bind EECCS to an employment agreement/contract, and to make any Contract amendments. Pursuant to an employee's Contract, an employee is classified one of the following six ways:

- Regular Certified Full-Time: An employee who works a minimum of 35 hours per week on a regular basis during the 10-month or 12-month school year (as applicable), and who is required to maintain specific certification, degree(s), and/or licensing for their position. These positions include, but are not limited to, teachers, social workers, and related professionals.
- Regular Full-Time 12-Month: An employee who works a minimum of 35 hours per week on a regular basis, with a 12-month Contract, and whose position is Director, Director in Training, Principal or Assistant Principal, or Executive Education Cyber Charter School employee, or School Administrator/Business Manager.
- Regular Full-Time: An employee who works a minimum of 35 hours per week on a regular basis, during the 10-month or 12-month school year (as applicable).
- Regular Part-Time: An employee who works between 20 and 35 hours per week, but is on a regular schedule, and may be paid on a salary, daily, or hourly basis.
- Part-Time: An employee who works less than 20 hours per week, but is on a regular schedule, and may be paid on a salary, daily, or hourly basis.
- Temporary: Any employee hired for a period of time not exceeding three months. An extension of a temporary work classification may be granted, if upon review by management, the assignment is found to be necessary. In addition to the use of this classification for secretarial or clerical positions, it applies to substitute teachers and teaching assistants, students working part-time, and those employees who work only during the summer.

Note that hours worked as a Regular Part-Time, Part-Time, or Temporary employees do not count toward the eligibility waiting period for benefits.

Second, employees are classified as exempt or non-exempt:

- Exempt: Exempt employees are employees who are paid on a salaried basis and whose job duties “exempt” them from the overtime requirements set by federal and state law. Therefore, they do not receive additional compensation for overtime work. An exempt employee’s salary provides compensation for all hours worked in a week, however few or many.
- Non-Exempt: Non-exempt employees are employees paid for each hour they work (or are employees paid on a salaried basis whose job duties entitle them to overtime compensation). Non-exempt employees receive 1 1/2 times their regular rate of pay for all hours worked over forty (40) in a week (or as otherwise required by applicable state law).

Hiring

- Job Application
 - Candidates will officially be considered once they have completed the application.
 - Employment Reference Form

Candidates must submit a minimum of three (3) references to cover all employment/internships within the last five years. recent graduates who held a job during college and within the last five years must also submit reference(s) from the employment supervisor(s). Experienced teachers must submit a minimum of three (3) references to include principals/supervisors covering the last five years of employment. If the applicant has no experience as a teacher, a minimum of three (3)

references must be from supervisors over the past five years. If the applicant was employed with only one supervisor, co-worker references may be used to meet the minimum of three references. Applicants who were/are self-employed are to use professional references.

Teaching Evaluations

Experienced teachers must submit a copy of his or her most recent teaching evaluation. Recent education graduates are to submit a copy of their final student teaching evaluation.

College Transcripts

The applicant will submit official degree or conferred transcripts from all colleges/universities that have been attended.

Highly Qualified Status (No Child Left Behind)

Executive Education Cyber Charter School recognizes the correlation of highly qualified teachers (HQT) to student achievement. To comply with the No Child Left Behind (NCLB) law, SDPBC shall continue to hire teachers who have met the NCLB/Highly Qualified Teacher standards in the following core content areas:

- Science
- Elementary Education
- English/Language Arts
- Foreign Language
- Art
- Reading
- Social Studies
- Math
- Business

When submitting documents, potential employees will include Highly Qualified Status verification from your previous school district or state certification office.

Demonstration Lesson

All prospective teachers will be required to show their effectiveness in the classroom through a demonstration lesson. This lesson will be observed by members of the leadership team and will be evaluated using the Danielson Instructional Rubric. A mini post-conference will be held after the lesson, so that the teacher can demonstrate his/her ability to reflect on his/her instructional practice.

Instructional Analysis

Each prospective administrator will be required to demonstrate his/her ability to analyze classroom instruction. The applicant will view a lesson and will identify an area of reinforcement and refinement. Then he/she will be asked to identify a possible coaching plan that would enhance the teacher's instructional practice.

Additional Health Benefits for Employees

In addition to the Health Care Insurance benefits enumerated above, Executive Education Cyber Charter School will offer the following additional health benefits for Employees:

Short-Term Disability, generally:

Waiting period – 3 months of full-time employment

60% of weekly earnings

Maximum - \$600 per week

Elimination period – 30 calendar days for sickness/injury

Maximum Period – 26 weeks

Long-Term Disability, generally:

Waiting period – 3 months of full-time employment

60% of monthly earnings

180 day elimination period

Maximum - \$6,000 per month

Maximum Period – SSNRA (Social Security Normal Retirement Age)

Dental Insurance, generally:

Employees are eligible to participate in a plan such as United Concordia as single, two person (spouse and/or domestic partner), family, parent with student, and parent with students. Benefits are 100% paid by the school. There are no Opt Out payments for dental.

Vision Reimbursement, generally:

Employees participating in the medical insurance plan would be entitled to a partial reimbursement of lenses as indicated in the plan documents.

Vacation, Personal and Sick Days

Employees will receive a bank of personal and sick days.

Leave (Other)

The Board of Trustees of Executive Education Cyber Charter School recognizes the need of Employees to have leaves of medical, family, and personal absence for a variety of reasons. The Board reserves the right to specify the conditions under which uncompensated leave may be taken.

Family Medical Leave Act (FMLA)

Eligible employees may be entitled to job-protected leave under the federal Family and Medical Leave Act (FMLA) for certain family and medical reasons. FML may be granted to eligible employees up to a total of twelve (12) weeks per twelve month calendar year, or up to twenty-six (26) weeks for the care of a member of the armed forces, if the eligible employee is the spouse/same-sex domestic partner, family member or next of kin of a covered service member.

FMLA may be unpaid, paid or a combination thereof, as this policy works in conjunction with EECCS existing disability programs and all other paid or unpaid leaves of absences, and does not increase the amount or duration of leave.

Military Leave

Executive Education Cyber Charter School will comply with all applicable laws including, but not limited to, The Uniformed Services Employment and Reemployment Rights Act and the Veterans Reemployment Rights Statute.

Reasonable Accommodations for Disability: An Obligation, not a Benefit

Executive Education Cyber Charter School prohibits discrimination on the basis of disability, and is committed to providing equal access and employment opportunities to Employees with a qualified disability. Such disability is generally defined as a physical, mental, medical, or psychological impairment that substantially limits a major life activity or that prevents the exercise of a normal bodily function, a record of such impairment, or a condition regarded by others as such an impairment.

- E. Identify the proposed faculty.

At this time, there is no proposed faculty. Once the charter is awarded the CEO will work with the Board of Trustees to hire educational and non-educational staff. Along with the CEO the Board will interview and decide on a principal to lead the academic charge of the school. EECCS will comply with PA Charter School Law and ensure that at least 75% of the teachers hold the appropriate state certification in the area in which they are employed to teach. All charter schools in the state of Pennsylvania must comply with the federal requirement of being highly qualified. The goal at EECCS is to ensure that all teachers are highly qualified and exceed state and federal requirements.

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

Each employee will be required to complete and clear a criminal background record check, child abuse clearance and a FBI background check. Upon request Executive Education Cyber Charter School will furnish copies of these documents to PDE.

- G. Attach an official clearance statement regarding child injury or abuse from the Department of Public Welfare as required by 23 Pa. C.S. Chapter 63 subchapter C. 2 (relating to background checks for employment in schools) for all individuals who shall have direct contact with students. Direct contact includes contact through any electronic means. Revised June 2018 17

Results of a background check for criminal record, child abuse and FBI background check will be submitted for each educator, staff member, and administrator, before they are hired, and for each parent volunteer.

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

Executive Education Cyber Charter School will comply with the guidelines by ensuring all teachers are properly certified. In Pennsylvania, at least 75% of the professional staff of a charter school must hold appropriate PA certifications. However, EECCS will make every possible effort to have at least 85% of its staff teaching in their proper certification areas.

During the interviewing and onboarding process, EECCS will review all documentation submitted by the potential employee to ensure that the necessary paperwork and experiences described are accurately accounted for and meet the requirements laid out in detail by the PDE. This includes making sure the employee holds at least a bachelor's degree from an accredited college or university and demonstrates subject matter competency for the core content area in which he or she teaches. This may include successful completion of a Praxis test, seeking an approved alternative certification prescribed by the State Department, or by earning a National Board Certificate for Professional Teaching Standards.

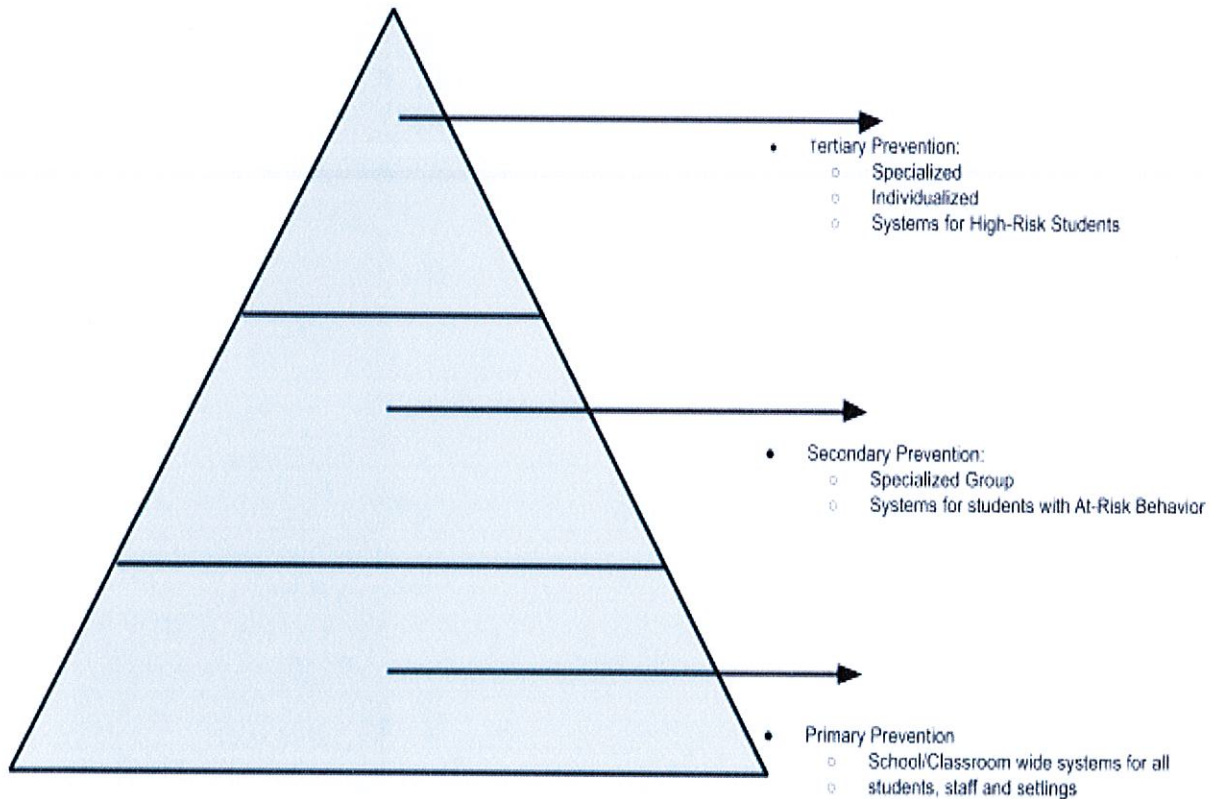
Code of Conduct

A. Discuss any rules or guidelines governing student behavior.

As a result of the co-founders experience in school turnaround initiatives, Executive Education Cyber Charter School will employ a school wide Positive Behavior Intervention Support (PBIS) plan. The primary intervention will consist of a school wide Normative Culture. Utilizing the rating system, students that are identified as a behavior concern move to the secondary prevention tier of PBIS. Here specialized groups and systems to change a student's behavior are utilized. Lastly, if all interventions fail, the tertiary level is utilized. The student whose behavior is considered a concern, is referred to the school counselor. In turn the school counselor then assembles and leads a team to develop an individualized behavior support plan. This support plan includes a continuum of strategies that include but are not limited to single-element interventions, multi component interventions, wrap around, life-style enhancement, and medical supports.

Executive Education Cyber Charter School utilizes norms to operate its program. A norm is the expected behavior of a group. Implementing this method establishes high expectations for Success School's students' which promotes a positive-peer school culture. Norms do not just apply to students; they govern staff also. Norms are modeled for students by staff members through consistency and positive interactions with each other and students. For example, staff and students maintain eye contact when talking and they use "yes", "no", and "excuse me" in daily conversation. These Norms help strengthen the normative culture and solidify its legitimacy to students.

Executive Education Cyber Charter School overemphasizes the importance of student norms, because positive peer group norms are an important ingredient to individual growth. It is rare that a student will value the respect of an adult above that of his/her peers. A student's natural, healthy need for peer group acceptance usually overwhelms the effort of even the most skilled teachers. We manipulate the peer pressures to ensure that high status students in the peer group are closely associated with conformity and acceptance to positive prosocial norms.



Executive Education Cyber Charter School has five foundational behavioral norms:

1. Education and the classroom are sacred.
2. No one has the right to hurt another person.
3. We will never behave in any way that will discredit ourselves or our school.
4. An Executive Education Cyber Charter School student is always a lady or gentleman.
5. We take pride in Executive Education Cyber Charter School.

Students failing to adhere to the Norms are subject to consequences, including, but not limited to: (a) student conference; (b) loss of status; (c) parent conference; (d) restitution; (e) suspension; (f) expulsion; (g) referral to probation officer; (h) appropriate legal action.

Guidance

One of the foundational tenets of the Executive Education Cyber Charter Schools' philosophy is the belief that students and staff members need to understand the social and personal barriers that prevent students from academic growth. As a result, via our program component called "Responsive Group Guidance", we focus on addressing and developing the following knowledge and skills:

Building a Supporting Learning Community

Demonstrating emotional intelligence	Developing social pragmatic skills
Practicing and understanding empathy	Appreciating diversity and addressing labels and stereotypes
Building positive relationships with school staff and peers	Respecting and following school norms
Developing Self-Awareness and Self-Management	
Being aware of self	Managing anger
Coping with change and uncertainty	Inducing positive emotions
Recognizing character strengths	How to respond to “no”
Building Academic Strengths	Learning Coping Skills
Exploring underlying beliefs	Tapping hidden potential
Using multiple intelligences	Setting and achieving goals
Managing priorities	Improving memory and learning skills
Resolving Conflicts and Making Decisions	
Developing and maintaining friendships	Using conflict-resolution skills
Developing a problem-solving approach to school and life	Making healthy and smart personal decisions
Using skills in social situations	Accepting consequences

Each day students will sign in to have a synchronous guidance class - a carefully structured environment facilitated by students under the supervision of a trained staff member. Here, students are encouraged to discuss issues that might be interfering with their ability to focus on their educational program. This forum gives students a safe place to voice their feelings and thoughts in a group setting with their peers, while learning how to appropriately deal with them.

Guidance utilizes the Boys Town Social Skill Curriculum. This accepted and proven social skills framework gives both staff and students strategies to redirect and change unacceptable student behavior. This model also provides students with the tools necessary to succeed in and make the best use of Executive Education Cyber Charter Schools’ Guidance feature. The Boys Town Curriculum teaches students 8 basic social skills. This allows for a school-based intervention strategy that focuses on managing behavior, and building relationships all while incorporating social skills. It emphasizes preventive and proactive practices rather than reactive responses to deal with student behavior. The eight core social skills are:

Core Social Skills
Following Instructions
Accepting criticisms and consequences
Talking with others
Disagreeing Appropriately
Accepting “no” for an answer
Showing sensitivity to others
Showing respect
Introducing yourself

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

One of the main beliefs of Executive Education Cyber Charter School is that we rarely suspend or expel students from school. Research shows how ineffective these practices are, and it can really strain the relationship between students and adults. Instead, we utilize experiences that are aimed at reteaching prosocial behavior and repairing relationships. Foundations in community service and restorative practices are used to turn infractions into learning situations. However, if a student commits an act that incurs legal action or perpetrates a crime against another person, then suspension, expulsion, or seeking alternative placement could be used as a consequence, because our school strives to keep all people safe.

The charter school administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these policies and administrative procedures are available in the student handbook as well as on request at the school’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed upon during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates

additional or different procedures. The school will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the Pennsylvania Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The charter school shall notify the home district of any suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the district approval rights prior to the expulsion of any such student as well.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act violates the school code of conduct. Suspension or expulsion can be incurred while on school time or while attending a school related activity or a school sponsored event.

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except self- defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the CEO or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, vaping cartridges, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault, or committed a sexual battery.

- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Engaged in or attempted to engage in hazing of another.
- Aiding or abetting the infliction or attempted infliction of physical injury to another person.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.
- Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

- Suspension shall be preceded, if possible, by a conference conducted by the CEO or the CEO's designee with the student and his or her parents and, whenever practical, the teacher, supervisor or school employee who referred the student to the CEO. The conference may be omitted if the CEO or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
- This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.
- No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

- At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the

suspension, the notice may request that the parent/guardian respond to such requests without delay.

- Suspension Time Limits/Recommendation for Placement/Expulsion
 - Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.
 - Upon a recommendation of Placement/Expulsion by the CEO or CEO's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the CEO or designee upon either of the following determinations:
 - The pupil's presence will be disruptive to the education process; or the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.
 - Authority to Expel
 - It is the philosophy of Executive Education Cyber Charter School not to expel children.
 - Should a student be a candidate for expulsion (according to policy or, e.g. under Act 26 of 1995, 24 P.S. §13-1317.2 pertaining to the possession of weapons), Executive Education Cyber Charter School will afford children the processes due under 22 PA ADC § 12.6 – 12.8 as well as any additional processes due under IDEA or Section 504.
 - A student may only be expelled by the Board of Trustees of Executive Education Cyber Charter School, upon ratification of Findings of Fact and Conclusions of Law.

Expulsion Procedures

- Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty school days after the CEO or designee determines that the pupil has committed an expellable offense.
- In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.
- Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
 - The date and place of the expulsion hearing
 - A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
 - A copy of the school's disciplinary rules which relate to the alleged violation

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
 - The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
 - The right to inspect and obtain copies of all documents to be used at the hearing
 - The opportunity to confront and question all witnesses who testify at the hearing
 - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
 - The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the school. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
 - The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to :
 - Receive five days notice of his/her scheduled testimony
 - Have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel.
 - Elect to have the hearing closed while testifying.
 - The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 - At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross- examination during which he or she may leave the hearing room.
 - The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 - The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 - Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

- If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

- Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, or designee determines that

disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

- If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in PA Education Code, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
- The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Executive Education Cyber Charter School who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.
- If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

- The CEO or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:
 - Notice of the specific offense committed by the student
 - Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.
 - The CEO or designee shall send a copy of the written notice of the decision to expel to the District.
 - This notice shall include the following:
 - The student's name
 - The specific expellable offense committed by the student
- Additionally, upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Disciplinary Records

- The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon request.

No Right to Appeal

- The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

- Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

- Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

- The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

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

Logging Attendance

Students at Executive Education Cyber Charter School will be credited with being in school by capturing student log-ins through the LMS and/or online academic programs, completion of coursework, connection in classrooms, including, but not limited to 1:1 chats with teachers or virtual chat rooms with peers, assemblies, responsive group guidance or any other synchronous component of school. Community Outreach Managers will connect with students daily and/or weekly as needed. Students that have not logged in to the LMS or other online programs in which a record of attendance is available, will be contacted by a Community Outreach Manager.

Executive Education Cyber Charter school recognizes regular attendance as necessary to achieve consistent educational progress. Virtual classroom learning experiences are a meaningful and essential part of the educational system. Time lost from class is irretrievable, particularly a student's opportunity for interaction and exchange of ideas with other students and teachers. The absent student loses the benefits of lectures, discussions, and participation with other students. Executive Education Cyber Charter school therefore considers consistent and timely attendance a major responsibility. Once enrolled every student regardless of age is subject to the school's attendance policy.

Students are expected to be logged into class to which they are assigned on every school day except for the excused absences: illness or injury, school related activity, family emergency or religious observance. It is the responsibility of the school's administration to monitor student attendance and communicate with students and their parents when attendance patterns do not meet school standards. It is the parents' responsibility to ensure that their children are in school unless a valid reason for

absence exists and to notify the school when their child will be absent. Schoolwork missed by the student during an absence shall be made up regardless of the reason for the absence.

Absences

Absences may occur any time a student misses a class, is truant, or fails to follow correct check-out/in procedures. In order to deliver the quality education expected by the community, students must attend classes on a regular basis. Unexcused absences are those that are not considered excused.

Excused absences are defined as:

- Absences because of temporary illness, injury or family emergency.
- Absences for extended period because of physical, mental or emotional disability.
- Absences for attending any school-sponsored activities of an educational nature, with advance approval by administration.
- Absences by those who are in the custody of court of law enforcement.
- Those determined by school administration to be excusable such as doctor's appointments or juvenile court appearances.

Excessive absences will require verification from the appropriate doctor/dentist/agency, etc. Parents must notify the school office when their child will not be in school. Students will be allowed up to 48 hours to make up work for each day of absence, except major projects, which are due the day specified, unless prior arrangements were made with the course instructor. Out-of-school suspensions will not count as absences and work may be made up. Family vacations during school time are strongly discouraged, as they are considered unexcused absences and may result in the total student absences exceeding the specified limit. Absences to extend school vacations are not excused.

Executive Education Cyber Charter School recognizes three types of absences:

1. **Excused:** Excused absences shall be those caused by illness, injury, family emergency, religious observance, or those absences granted in advance by the principal. In the case of an absence granted by the CEO, the work must be made up ahead of time. The responsibility for making the absence excused rests with the parents and students. Students taking part in a school related activity will not be counted absent.
2. **Unexcused with parent/guardian's knowledge and/or consent:** If a student is absent with parent/guardian's consent for reasons other than those stated above, the parent/guardian is expected to call the school or send a note to explain the absence. If the absences become habitual, the CEO shall file a Report of Suspected Child Abuse or Neglect with the local Social Services or the State's Attorney for appropriate action. Habitual absence is defined as ten or more absences per semester.
3. **Truant:** Truancy is defined as being absent from one or more classes without the consent of parent/guardian or school officials. This includes absence from any class, study hall, or activity during the school day for which the student is scheduled. It also includes absences from any after-school special help session or disciplinary session that the student has been directed to attend. It does not include absences due to disciplinary suspension. When truancy occurs parents will be contacted by phone or letter as soon as practical. Subsequent truantries will require a conference including the CEO or designee parent, student, teacher and/or counselor. The CEO is given board authorization at this point to implement a range of solutions for

truancy problems that would include, but are not limited to: 1. Detention 2. Suspension 3. Retention.

Excuse Notes

- A written note, which can include an email from the parent or guardian, must accompany all absences when a student returns to school (even if the parent has contacted the school by telephone).
- A physician’s note **MUST** accompany all absences lasting three days or more. No excuse will be accepted after a period of three school days. If documentation is not supplied within three school days of the absence, the absence will be considered unexcused.
- When a student exceeds fifteen absences a doctors note will be required for all subsequent absences or the absence will be considered unexcused.

Complications with Internet Access or School Issued Devices.

As wonderful as technology is, there are times when it can falter. All parents are encouraged to have an alternate plan to access the internet to support student learning.

In an event where a student cannot access the internet. They must contact the office to notify them that they do not have internet, and also submit a ticket to Information Technology (IT). IT will then attempt to troubleshoot and rectify the concern. Continued lack of access or technology would result in administration working with IT to develop a long term solution.

For a complete overview of attendance and truancy procedures, please review **Exhibit J**
 Explanation: Provide evidence that the founders inspire the confidence of their targeted community; program provides an attractive educational alternative to students and parents; and community support extends beyond the core group of founders. Expectation for student behavior is clear and specific processes for disciplinary actions are established.

5. Timetable

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

Target Timeline	Activity	Explanation	Completion
August 1 st 2020	Identify group of founders EECCS	Co-Founders began organizational design	COMPLETE
August 15 th 2020	Identify a location	Received a LOI	COMPLETE
August 31 st 2020	Identify founding coalition	Many organizations and community	COMPLETE

		members were gauged on commitment to supporting charter school	
September 1 st 2020	Filed Articles of Incorporation	Received notification with PA Dept. of State Bureau of Corporations and Charitable Organizations	COMPLETE
September 15 th 2020	Notified Districts of intent to start EECCS	Sent letters to school districts	COMPLETE
October 1 st 2020	File application	Application was sent to district	COMPLETE
Charter + 1 day	Board of Trustees Ratification of Charter Finalization of Amended Budget Ratification of Strategic Plan	Corporate Ratification and completion of Strategic Plan	IN PROCESS
Charter + 30 days	Advertising marketing campaigns initiated. All enrollment forms finalized. Employee handbook finalized. Student handbook finalized. Schedule of virtual open house finalized.	Marketing and Advertising	IN PROCESS
Charter + 90 days	Facilities: Zoning, improvements, inventory, ordering	Facilities, Zoning, Improvements.	IN PROCESS
Charter + 120 days	Faculty & Staff recruitment and hiring implemented Applications for	Staffing, policies and procedures, cooperative agreements	IN PROCESS

	<p>admission submitted</p> <p>Cooperative agreements or contracts developed with other agencies</p> <p>Forms and processes developed (report cards, student records, ect) and database established for child accounting.</p> <p>Criminal history and child abuse/injury checks completed for all staff.</p>		
Charter + 150 days	<p>Staff hired</p> <p>Professional development held and preparation for school opening</p>	<p>Professional Development and finalization of all pre-opening goals.</p>	IN PROCESS

6. Safety

- A. Submit written documentation of intent to comply with all applicable safety requirements, including the following to demonstrate the safety and structural soundness of the school:

Executive Education Cyber Charter School intends to comply with the following safety requirements.

- Inspection by a local building inspector.
- Inspection by a local fire department.
- Approval from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school.
- Compliance with all other federal, state, and local health and safety laws and regulations.
- Application for certificates, licenses, etc. are part of the planning process.

Executive Education Cyber Charter School is in good standing with the landlord. All necessary certificates and occupancy permits will be issued and in effect prior to the opening of the charter school. Preliminary clearances on all these requirements will be obtained prior to a lease being executed.

7. School Health Services

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

Executive Education Cyber Charter School will contract with health service providers throughout the Commonwealth of Pennsylvania to facilitate student health needs.

Education Requirement:

- Current PA Registered Nurse license
- Bachelor's Degree in Nursing (BSN)
- Certification as Educational Specialist by PA DOE or by Emergency Certification
- CPR/AED certification
- Required Act 48 continuing education course work for Nursing license and Education Specialist II Certification
- Required State and Federal clearances

The Certified School Nurse is responsible for screening and documentation. Documentation is stored in a student health illness/injury binder within the school's main office. The information may, in lieu of paper documents, be electronically documented in all accordances with the law. This information is reported to the state of Pennsylvania at the end of the school year via SHARRS (School Health Annual Reimbursement Request System) report.

Responsibilities:

- Develops and maintains a comprehensive school health program for students, following the guidelines of the PA School Code, PA DOH Regulations, the Division of School Health guidelines, PA DOE Regulations.
- Assists with school administrators in planning and organizing the school health program. Consults with school administrators to establish, review and revise policy and procedures for a comprehensive school health program. Schedules dental and physical exams.
- Ensures that reports required by the school district; PA Department of Health, Division of School Health; and PA Department of Education are properly prepared and forwarded.
- May establish health care plans of students with special healthcare needs and update them as needed.
- Reviews and monitors student immunization status. Makes appropriate referrals to update immunizations when indicated. Provides health teaching and counseling.
- Maintains comprehensive health records on each child and records of school nursing services.
- Assists in interpreting the health needs of individual children to parents and teachers and assists families in utilizing community resources for improving the health of their children.
- Administers medications and performs procedures according to MD orders and school policies and procedures. Ensures MD orders for individual student medications and/or treatments comply with requirements for administration.
- Informs teachers of health conditions of pupils, which may affect behavior, appearance or scholastic performance.

- Facilitates an organized system of coordinated care for students.
- Collaborates with agencies within and outside of the school community to ensure continuity of service and care of students, including working with private physicians and dentists to coordinate private medical and dental examinations with the school program.
- Identifies high-risk children to needed services, including students presenting signs of child abuse.
- Promotes a safe and healthy school environment. Plans with school administrative, maintenance and sanitation personnel for the environmental needs of the school group, and advises school officials of environmental adjustment necessary to meet the needs of physically challenged individuals.
- Applies appropriate nursing theory and evidence-based practice as the basis for decision making in the school setting. Contributes to the body of school nurse knowledge through participation in needs assessments and/or research.
- Serves as resource person to facilitate learning of positive health and wellness behaviors for students and staff.

The school nurse will administer medical and dental examinations, and five different health screenings (growth, vision, hearing, scoliosis, and tuberculosis). In addition, our health services will include medication administration, health counseling and health promotion. We believe that a healthy lifestyle is an integral part to a student's success.

- B. Describe how school nursing services, including administration of medication, will be delivered.

EECCS will contract with local health service providers throughout the Commonwealth to facilitate nursing services. Services rendered will meet the requirements of Article XIV: School Health Services of the Public School Code. Some services would include:

- Screenings (vision & hearing)
- Measurements of height and weight
- Medical advice or counseling
- Tests for Tuberculosis
- Any other medical service to protect the health of EECCS students
- Maintaining a students health record